

The History Teacher's Magazine

EDITED UNDER THE SUPERVISION OF A COMMITTEE OF THE AMERICAN HISTORICAL ASSOCIATION.

Volume IV.
Number 5.

PHILADELPHIA, MAY, 1913

\$2.00 a year
20 cents a copy



A representation by the well-known artist Duplessis-Bertaux, of the arrest of Cecilie Renaud, accused of attempting to murder Robespierre in his own house. Engraved in Holland. See page 131.

Published monthly, except July and August, by McKinley Publishing Co., Philadelphia, Pa.

Copyright, 1913, McKinley Publishing Co. Entered as second-class matter, Oct. 26, 1909, at Post-office at Phila., Pa., under Act of March 3, 1879.

CONTENTS.

	PAGE
Teaching American History, by Prof. E. Channing	121
American Colonies under Whig Supremacy, by M. W. Ware	123
History in Summer Schools, 1913.	127
Use of Pictures in Teaching, by E. S. Davison.	130
Periodical Literature, by M. W. Williams.	131
History in Secondary Schools:	
Outline of European History, VI, by D. C. Knowlton and A. M. Wolfson.	132
Suggestions for Peace Day, by C. Dye and J. R. H. Moore	134
Social Science in Secondary Schools, Report of Committee of N. E. A.	136
Economics in High Schools.	137
Reports from Historical Field, by W. H. Cushing	138
Bibliography of History and Civics, by W. J. Chase	140
Book Notices	142
Recent Historical Publications, by C. A. Coulomb	146

University of Pennsylvania

SUMMER SCHOOL

TERM: JULY 7th to AUGUST 15th

Courses offered in the following subjects credited toward the degrees of A.B., B.S., M.A., or Ph.D., Aesthetics, Anthropology, Architecture, Chemistry, Civics, Drawing, Economics, Education, English, Ethics, French, Geography, German, Greek, History, Italian, Latin, Mathematics, Music, Pedagogy, Philosophy, Physics, Psychology, Sociology, Spanish and Zoology.

Following Courses in History: Renaissance and Reformation, The French Revolution and Napoleon, The Teaching of History, United States History, Revolutionary and Formative Periods (1760-1815), Studies in the Civil War and Reconstruction Periods (1860-1870).

For complete circular and information, address J. P. Wickersham Crawford, Director of the Summer School, Box 5, College Hall, University of Pennsylvania, Philadelphia, Pa.

THE FEUDAL AGE

By ROSCOE LEWIS ASHLEY

This pamphlet continues the story of medieval Europe from Charlemagne to the close of the Crusades. It was written primarily for the use of ancient history classes in one school, but a limited number of copies will be sold. It is less a narrative of events than a description of the main movements and conditions of these centuries.

The titles under which the subject is treated are as follows: I, Western Europe after Charlemagne; II, Life of the People under Feudalism; III, The Church in Relation to the People and the Empire; IV, The Age of the Crusades. The pamphlet is well illustrated. Particulars on request.

Published in May. Probable Price, 40 cents.

Department of History and Economics
PASADENA HIGH SCHOOL, PASADENA, CAL.

Outline Studies in History

POSTPAID

- | | | |
|--------------------------|-----------|---------|
| 1. Ancient History | - - - - - | 35 cts. |
| 2. Grecian History | - - - - - | 35 cts. |
| 3. Roman History | - - - - - | 35 cts. |
| 4. English History | - - - - - | 46 cts. |
| 5. United States History | - - - - - | 35 cts. |

By MAUD E. KINGSLEY, M. A.

Miss Kingsley's OUTLINE STUDIES IN ENGLISH are immeasurably superior to any others on the market. Adopted by the Boston Public School Board and used in thousands of classrooms throughout the world.

Her History Outlines are characterized by the same thoroughness, clearness and genius for analysis.

After using the Outlines of United States History for a large class of teachers who were preparing for examinations for license to teach in New York City public schools, a noted teacher of teachers writes: "I am glad to say that we are perfectly satisfied with this book. It is more than a mere outline; it is, in itself, sufficient for review, without the aid of a large text-book."

Can be used in connection with any of the leading text-books of history.

THE PALMER COMPANY

EDUCATIONAL PUBLISHERS

120 Boylston Street

BOSTON, MASS.

The Johns Hopkins University

July 1 to August 12

SUMMER COURSES

In Fourteen Subjects adapted for the needs of Teachers.

For Circular, Address E. F. BUCHNER, Director

McKinley's Illustrated Historical Topics

NOW READY:

TOPICS FOR AMERICAN HISTORY

Edited by Albert E. McKinley, Ph.D.

READY JULY 15, 1913:

TOPICS FOR ANCIENT HISTORY

Edited by Daniel C. Knowlton, Ph.D.

The Illustrated Topics are designed to enliven school work in history. They give definiteness to the student's ideas of historical development, by means of the syllabus and outline maps, and they produce vivid impressions of the past by means of pictures and source-material.

The Topics are printed upon notebook paper, punched for insertion in covers, and, when desired, strong loose leaf covers are furnished with each set. Blank sheets for notetaking can easily be inserted in the cover. The student thus possesses a complete library and class-room notebook, containing all the essentials to an intimate knowledge of his subject.

The Analysis or syllabus is the result of practical experience in the class-room and of a careful study of many existing syllabi, including those issued by several state departments of education. References upon each topic are given to the standard books on the subject.

Pictures and Illustrations are taken from photographs, contemporary engravings, maps and sketches. The pictures represent the extent of information at the time, as well as graphically depict the life of the period. They are not designed to amuse, but have been so selected as to be worthy of careful study; to be

followed, if desired, by class-room recitations or notebook descriptions in words.

Outline Maps have been inserted wherever the subject demanded their use. Abundant page references point the way to text-books or atlases where good historical maps may be found.

Source-material is used to illustrate some one phase of the topic, and the extracts vary with the nature of the subject. In some cases they are authoritative documents like treaties, statutes, and constitutions; in others, they consist of contemporary description, debates, newspaper articles, etc. References are given to works where additional source-material may be found.

Convenience in Ordering is gained by the loose-leaf system. The teacher need secure for the class only those topics which will be immediately useful in the class-work. The assortments when made up, may be delivered with or without the notebook binders furnished by the publishers.

Prices: Each topic (four pages), two cents; thirty topics, fifty cents; notebook cover for twenty-five or more topics, ten cents; for less than twenty-five topics, twenty cents; notebook filler of ruled note paper, ten cents (carriage always extra).

Samples Cheerfully Furnished by

McKINLEY PUBLISHING CO.

1619-1621 RANSTEAD ST.

PHILADELPHIA, PA.

CHEYNEY'S SHORT HISTORY OF ENGLAND

\$1.40

Used in hundreds of the Leading Schools

A textbook for schools and colleges which takes the student into every significant corner and detail of the history of England, but brushes aside the trivial and unimportant details by which so many schoolbook historians obscure their subject. Without the least suggestion of laboriousness, the author shows the *wherefore* and *therefore* of each important event and of the many seemingly unimportant events. The illustrations, maps, and comprehensive bibliographies easily make this history an ideal working textbook.

CHEYNEY'S READINGS IN ENGLISH HISTORY

\$1.80

This book corresponds chapter by chapter and, in most cases, subject by subject, to the author's "Short History of England," and is of about the same length. The readings are all drawn from the original sources of English history and make the student, perhaps for the first time, feel that the facts of history are not unreal quantities which he must take for granted, but are things of proof and verification. These readings admit the student into the secret of history writing, and give the subject a fuller, deeper meaning than it had before.

GINN AND COMPANY

PUBLISHERS

Boston
Atlanta

New York
Dallas

Chicago
Columbus

London
San Francisco



It is given to a few books to perform a double service; they supply a real need and they set a new standard of excellence that other books in the same field must strive to obtain.

Channing's Students' History of the United States

belongs to this class. First published in 1897, it has gone through many editions and has proved itself in the classroom to be a book of superior merit. The many teachers who have used it will be pleased to learn that a revised edition is in press, one of the features of which is a new and extended treatment of the period since the Civil War.

READY IN MAY

THE MACMILLAN COMPANY

64-66 Fifth Ave., New York City

Boston Chicago Atlanta Dallas San Francisco

The New Series by James Otis

OTIS'S PIONEER SERIES

Antoine of Oregon

A Story of the Oregon Trail.

Benjamin of Ohio

A Story of the Settlement of Marietta.

Hannah of Kentucky

A Story of the Wilderness Road.

Martha of California

A Story of the California Trail.

Philip of Texas

A Story of Sheep Raising in Texas.

Seth of Colorado

A Story of the Settlement of Denver.

For Fourth Year. Price, 35 Cents Each

This new series, the last ever written by James Otis, is a worthy successor to his extremely popular Colonial Series, published three years ago. These books tell in the author's own inimitably entertaining way, stories of the journeys made by those adventurous pioneers who were determined to push west either to found homes or to gain riches for themselves from the better opportunities offered in the new country. There were many hardships to be endured in making the long and tedious journeys through almost unbroken forests, across desolate prairies and over unbridged rivers, in fair and stormy weather; there were homes to be built, and there were fields to be cleared, while savage foes watched from the distance. All these hardships and all these adventures were experienced and are related by children, and their great-grandchildren will enjoy and profit by reading of the struggles of the men who helped to build up this nation.

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

PREPARING for CITIZENSHIP

An Elementary Text-Book in Civics

By **WILLIAM B. GUITTEAU, Ph.D.**
Superintendent of Schools, Toledo, Ohio

75 Cents, Net. Postpaid. (Published in April)

This book gives in simple language a very clear explanation of how and why governments are formed, what government does for the citizen, and what the citizen owes to his government. It is an admirable text for the upper grammar grades, and for the first year of the high school. There are numerous illustrations from recent photographs, and helpful tables, questions, exercises, and references for reading.

Guitteaus Government and Politics in the United States

For Secondary Schools

Illustrated. \$1.00, Net. Postpaid

An accurate, teachable and very popular text in civics for high school use.

HOUGHTON MIFFLIN COMPANY

Boston

New York

Chicago

The History Teacher's Magazine

Volume IV.
Number 5.

PHILADELPHIA, MAY, 1913.

\$2.00 a year
20 cents a copy

Teaching of American History in Schools and Colleges

BY PROF. EDWARD CHANNING, HARVARD UNIVERSITY.

For a university professor to appear before practical teachers and lay down the law as to how they should do their business is a feat equal in temerity to that of a man ignorant of swimming who jumps into water of unknown depth—and the feelings of the two are quite alike. There are, however, laws as to the conduct of all human affairs of which even the university professor may be supposed to have some cognizance. One of these, as to the teaching of history, is not to try to do the same thing with pupils in different grades of development. This may appear to be a somewhat elementary, not to say trite observation; but it is elemental, not elementary, and though it is as old as history teaching itself, it is constantly disregarded.

In the university with the highest students, those who are on the last lap of the road toward the degree of Doctor of Philosophy, the teaching of facts by the use of the sources is not only permissible, but is the best way, but to apply this idea to the inculcating of the primal facts of history to children in grammar schools is absurd. Yet, we have had text-books constructed with this precise end in view and the "source method" is one of the hackneyed phrases of pedagogical meetings. In schools and colleges, properly so-called sources should be used simply and solely for purposes of illustration. There is nothing which requires more skill in the handling and from which more dangerous and false deductions may be drawn than the writings of contemporaries. The man who lives at the time knows only a very limited portion of the truth, and has access to only a very small part of the papers of the time: letters, journals, diaries, reports. Letters of leading personages can scarcely be printed in their life times, nor, indeed, for years after their demise and the same thing is true of journals and diaries. Moreover, these scattered bits of testimony are not assembled in any one place for generations. For example, I can place on my table in the Harvard University Library the Journal of the New York Assembly for the year 1698, let us say, and the Journal of the Legislative Council for the same year, to these I can add two editions of the "Laws of New York" of that time, the fourth volume of the Documents Relative to the Colonial History of the State of New York, the English Calendar of State Papers for the same year, and the evidence taken before a committee of the House of Lords which is in the second volume of the New Series of a publication entitled "The Manuscript of the House of Lords." From these books of records, I can tell

how the representatives of the people of New York, the royal governor of that colony, and the authorities in England from the Lords of Trade to the king acted as to certain matters which were then of absorbing interest. No contemporary had a tithe of this material at his command, nor did he have the temper to judge calmly. To take, therefore, portions of one or two letters of the governor of New York, or a few official documents from either the English or the American side and put them in the hands of school pupils, as in any way replacing a first-class modern narrative is to my mind unpedagogic.

The second law which the university professor may lay down is that the attitude of mind of the subject of the teaching process should determine in great measure what kind of things should be taught him. Always, except in the most advanced classes, teaching should be largely objective; definiteness of impression is of the first importance, and this is objective. It is idle to teach a child of eight or nine years of age the intricate points of a decision of the greatest of America's jurists, Chief Justice John Marshall. To do such a thing would be silly. A child in that stage of development is interested in the men and women of the past, in their persons and their doings, not in the abstruse productions of their minds. Deeds, not thoughts, appeal to children. They are fond of action; their imaginations deal with soldiers, with kings and queens, with heroes and heroines of love and of war; and it is the things that they do that appeal to them. It seems to me, therefore, that the teaching of history in its earliest stages should be of men and women, should aim to cluster about the lives of interesting men and women and about such objects as can fairly be said to have become personified, as the frigate Constitution or Mount Vernon. It is not at all necessary with young children to attempt to "cover the subject" either in point of time or of topics. If a child could once be convinced that history has a human interest, even if this be accomplished by leaving out the causations and consequences which appeal to the teacher, the greatest thing would be accomplished. This is especially true as to the teaching of American history, which subject is particularly given to dullness because we have no kings and queens and, in our earlier history, no presidents.

In assembling around historical personages the interesting things that happened in their vicinity or in their lifetime, it is well, perhaps, to have some regard for the truth. When, however, the picture

that is presented by recounting the traditional view is in its essentials a true picture, it does not so much matter if the details are themselves unprovable by any process known to the scientific student of history. Rembrandt's picture of the "Setting of the Watch" is a wonderful exhibition of communal life. The story of the Pilgrims, as we ordinarily give it, is largely an ideal tale, but the virtues and failings which are attributed to Myles Standish and Elder Brewster are typical of Pilgrim life. The same thing cannot be said of Captain John Smith "True Relation," because instead of picturing the first years at Jamestown as a time of heroic endeavor, he gives the impression of an idle inefficient band.

It makes no difference whether Abraham Lincoln did sums in the evening, by firelight on a wooden shovel with a bit of charcoal, or in some other primitive fashion, the story conveys to the youthful mind a fact—namely that Abraham Lincoln was greedy of learning, and besides teaches a useful lesson in economy of time and opportunity. If in the primary teaching of American history, we can give some lasting impression of the courage of Columbus, the religio-heroic spirit of Drake, the constancy of the Jamestown sufferers, the faithfulness of the Pilgrims, the seizing of opportunity by Franklin, the largeness of soul of Washington, the endurance of Lewis and Clark, the simplicity and grandeur of Lincoln, Grant and Lee, we have done a large part of our duty.

Coming to the grammar school, the course of history may be traced with some attention to cause and effect and with some training in the use of books other than the text-book. Here, however, it is still necessary to endeavor to make a definite impression, even at the cost of some inaccuracy of detail. In grammar schools, sources may once in a while be used for purposes of illustration. The skeleton of history, dates and names, and events may be insisted upon in review after the field has been once gone over; but the pupils should be taught to regard them as accessories, as useful tools, and not as the thing itself. In the existing condition of American life, the great number of students go no farther than the grammar school. It is necessary, therefore, to give them some slight knowledge of their constitutional obligations and also to make them understand in part, at least, the result of the working of economic forces, and the danger of interfering with the play of natural factors; but not enough of this should be given to destroy the pupil's desire for further reading of American history.

In the High School and College, considerable stress should be laid upon constitutional questions, upon the development of political and social institutions. The working of economic forces as shown by the influence of tariff legislation and of the settlement of the West should be given great attention. Here also sources can be used with considerable effect, and it is even possible to have pupils do a certain amount of topical work in sources.

One of the greatest evils in the teaching of American history, at the present day, is the undue amount of time and attention which is given to the colonial

period and to the Revolutionary War. Doubtless, this is partly owing to the deplorable fact that American history is turned over to whichever teacher has a spare hour, regardless of his or her training, because all teachers are supposed to know American History. All of us grew up at a time when American history text-books were hardly more than thirteen detailed accounts of the colonial history of the thirteen original States, with a long description of the Revolutionary War, and, as a sort of appendix, some matter dealing with the period subsequent to the inauguration of President Washington. The only topic which was treated in detail in this latter period was the battles of the Civil War. It is quite natural for a teacher, who is generally overburdened, to wish to teach that part of American history with which she is familiar, but the result is unfortunate. The period of discovery and exploration must be gone into because it is to the voyages and expeditions of the Spaniards, French and English that the partition of the New World between those powers was due; but time should not be wasted upon that portion of our history on the plea that it is more interesting and therefore more stimulating than that of the later time. Certainly there is no more interesting expedition from the time of Leif Ericson to the present day than that of Lewis and Clark, and a study of this and other nineteenth century expeditions will familiarize pupils with the geography and resources of the great Northwest. In treating the history of the nineteenth century, it is well to bear in mind that two antagonistic forces, free labor and slave labor, were in existence, side by side, and it is as necessary to face the results of free labor as it is to expatiate upon those of slave labor. The greatest event in our nineteenth century history was the settlement of the Free States, north and west of the Ohio River and Allegheny Mountains. This development of free territory is the keynote of our history and determines the outcome of the Civil War. Yet as American history is now taught in our schools, there is no time left for any adequate treatment of this very important topic. Moreover, the history of the southern portion of the country is ordinarily taught as if there were nothing in the South but slavery, utterly regardless of the fact that the number of actual slave owners was very small. Our history teaching lays great stress on the immigration of the colonists before the American Revolution and is almost silent upon the coming of new settlers in the nineteenth century; the influence of the German migration on the Middle West and of the Irish migration on New England and New York and of the Scandinavian on the Northwest, deserves extended treatment in the history of the United States. The reaction of inventions on political history, such as the steam railroad, the electrically propelled street car and the telegraph should be fully set forth. There is altogether too much leaving of these matters to the economists and to those who term themselves economic historians; whatever influences the development of the human race is a legitimate

object of historical treatment. It is a fair question why these matters are not set forth at length in our text-books. The answer is that tradition, teachers, and school committees require so much military and political history that it is impossible to find space for topics which are not in demand.

Another law which has universal application is that in teaching, the less there is in the way of machinery and the more there is of the human element—the more there is of the teacher—the more successful will be the teaching. Anything that comes between teacher and pupil, except what is absolutely necessary is harmful. In this category will be included printed outlines, elaborate charts, and beautifully painted maps and facsimiles. A teacher who can rapidly and confidently execute a rough drawing, giving the exact detail of a siege operation or of a line of exploration, or of the composition of a colony, can produce more effect upon a class than can be secured by the exhibition of maps and sketches which have carefully been prepared in advance. A description of two or three books which the teacher plainly knows about will have greater result in stimulating a class to collateral reading than the distribution of titles of a large number of books in printed form. In all teaching, it is desirable to project the teacher's personality upon the class. This is an expensive mode of instruction because it demands knowledge and preparation on the part of the teacher. A successful teacher must have vitality and personal magnetism,—knowledge without the force of human sympathy is of slight value. This mode of instruction results in a certain amount of physical fatigue; but it is a very old saying, "What is worth doing at all is worth doing well," a saying which seems to have been thoroughly neglected in the teaching of history. The teacher of American history in any grade should be specially trained in that subject and should have

enough time and strength at his or her disposal to do a little reading from day to day throughout the school year. A teacher who does not continually arouse his or her own interest by reading or study cannot expect to arouse the interest of others. The listless hearing of recitations made from the very best text-book on the subject is not teaching history, and is not learning history. In all that I have said it must not be supposed that I think the teaching of American history should be aimed at the amusement of the pupil, for my ideas are directly the reverse; but it is quite useless to teach history unless the pupil can be aroused. The teaching of American history in the way in which it is taught in a very great number of schools is a positive national injury, because it inculcates the idea that our story is so dull and so lacking in human interest and experience that it is a subject which must not be approached except under compulsion. As long as we confine our efforts mainly to the teaching of colonial and political history; do the work in the same ways in the primary, grammar, and high schools, except with an increasing elaborateness; and have this work done by quarter-trained teachers who are so exhausted at the end of each day that they cannot possibly do anything except what is absolutely necessary for the next day's exercise, it is very questionable if the job is worth doing at all; if it would not be better to place a stimulating and comprehensive history of the United States in the hands of the grammar school pupil in the last years of his course and give him the time necessary to read that book without the necessity of passing any examination beyond satisfying the teacher that he has actually read the pages. American history is too great a subject in itself and right appreciation of our past is too vital for the continuance of free government to permit of its teaching being longer trifled with.

The American Colonies Under the Whig Supremacy

BY MOSES W. WARE, PRINCETON, N. J.

The revolution of 1688 marked a triumph in England for those liberal ideas in government which had not yet found expression in other countries of continental Europe. But this revolution had a significance other than political to which this spirit of liberalism did not apply. The power which was thus transferred from the Crown to Parliament was used almost as exclusively for the benefit of the mother country as the Stuarts had exercised it in behalf of their own interests.

The regulation of British industries during the Middle Ages had been carried on with reference to the needs of particular localities, or, as we might say, the town was considered the economic unit and the fostering of its trade was the objective point of all legislation. The next step in the economic development of England was taken by the Mercantilists whose ambition lay in the direction of a strong mari-

time power not only for the sake of protection, but also as a means of colonial expansion. After the deposition of James II the responsibility for carrying out this policy rested with Parliament. The mercantilism of the Whigs represented a broader vision than the mercantilism of the Stuarts, but it did not see beyond the mother country. It utterly failed to appreciate that there was a community of interests in which both colonies and mother country might share with equal advantage. The wealth and resources of the colonial possessions were supposed to exist solely for the benefit of England, and the restrictions involved in carrying into effect such a policy became a source of constant protest for a period extending over half a century. The justification for this protest it is the purpose of this present paper to consider.

The Whigs occupied a position of unbroken supremacy from the accession of George I down to 1760, and even before 1714 when the Tories, at times, found themselves in power they carried on the Whig principles of commercial expansion. Hence it may be said that parliamentary mercantilism was essentially a Whig policy, but this statement, like all others of a general character, must be accepted with certain limitations. The economic importance of the colonies and their existence for the sole benefit of the mother country were ideas to which England could lay no exclusive claim, nor can it be said that the Whigs after 1688 originated the doctrine of colonial subserviency. It was clearly stated in the reign of Charles II: "And in regard his Majesties Plantations beyond the Seas are inhabited and peopled by His Subjects of this His Kingdome of England; for the maintaining a greater correspondence and kinnesse between them, and keeping them in a firmer dependence upon it, and rendering them yet more beneficiall and advantageous unto it in the farther employment and Increase of English Shipping and Seamen, vent of English Woollen and other Manufactures and Commodities, rendring the Navigation to and from the same more safe and cheape, and making this kingdom a Staple, not onely of the commodities of those Plantations, but alsoe of the Commodities of other Countreyes and Places for the supplying of them; and it being the usage of other Nations to keepe their Plantations Trade to themselves."¹ Here is a complete enunciation of that policy which was later put into effective operation by the Whigs. Nor can it be said that the dominant party after 1688 initiated all the legislation which was necessary to carry this policy into execution. The Navigation Acts of 1660, 1663 and 1672² provided convenient machinery for securing the monopoly of colonial trade to ships owned in England or in her plantations, and this legislation the Whigs now proceeded to utilize. Let us now consider the legislation designed to carry into operation England's colonial policy in the eighteenth century.

First it will be observed that this policy was not all one of restriction. Certain industries were encouraged at various times by means of bounties. Thus in 1733 a bounty of 20 s. per ton was granted to vessels bringing whale oil from the Greenland fishery, and in 1740 the bounty was raised to 30 s., and in 1749 to 40 s. But in spite of these premiums, the industry did not thrive.³ Similar expedients were used to stimulate in the colonies the growth of naval stores.⁴ In 1704 an Act was passed which enacted a bounty of £4 per ton on tar and pitch, and £6 per ton on hemp, and £1 per ton on masts and spars. The attempt to foster the hemp industry was a failure, but in other respects the act seems to have been

successful.⁵ The belief that the soil and climate were well adapted for the growth of hemp was one of very early origin.⁶ Now let us turn to some of the restrictive measures.

The 10th and 11th Acts of William III declared that the woollen manufacture which was one of growing importance in the colonies "would inevitably sink the value of lands in England," and these acts proceeded to destroy all inter-colonial trade in this commodity by providing that "after Dec. 1, 1699, no wool or manufacture made or mixed with wool, being the produce of any of the English Plantations in America shall be loaden in any ship or vessel, upon any pretence whatever, nor loaden upon any horse, cart or other carriage to be carried out of the English plantations to any other of the said plantations, or, to any other place whatever." This nascent industry was thus stunted but not crushed. How far such legislation was effective is the debatable question. About the time of the passing of these acts we find in Pennsylvania an interesting indication of a complete colonial policy the pursuance of which was undoubtedly checked because of this legislation: "We are endeavoring to introduce . . . the manufacture of woollen cloths and linens, so as to keep our money as much as possible in the country. For this reason we have already established fairs to be held at stated times, so as to bring the people of different parts together for the purposes of barter and trade, and thereby encourage our own industry and prevent our little money from going abroad."⁷ In 1719 the House of Commons resolved "that the erecting of manufactories in the colonies tended to lessen their dependence upon Great Britain" and proceeded to enact a measure which, had it passed, might have totally annihilated the colonial iron industry.⁸ Instead of this measure, however, the export of American iron to the mother country was discouraged by heavy duties until 1750,⁹ when the importation of bar and pig iron was permitted. The Act of 1750, however, imposed other restrictions which obliged the prosperous iron works in New England to shut down,¹⁰ and in order that the colonial iron industry might remain in a rudimentary stage "no mill or other engine for rolling iron or furnace for making steel" was thereafter to be permitted.¹¹ The fur which existed in abundance the colonists were likewise not allowed to utilize without heavy restrictions. In 1732 an Act was passed forbidding the exportation of American hats not only to England and foreign countries, but to other colonies as well.¹² This

⁵ E. Lord, "Industrial Experiments in the Northern Colonies."

⁶ Lord Baltimore's Plantation in Maryland, p. 9.

⁷ Pastorius's Description of Penn. 1700.

⁸ Macpherson's Annals of Commerce III., 72, 73.

⁹ 23 George II., c. 2.

¹⁰ Weedon's Social and Economic History of New England, 683.

¹¹ Macpherson's Annals of Commerce III., 280.

¹² 5 Geo. II. c. 22.

¹ 15 C II. c 7, §4., 1663.

² For their origin see "The Ordinance of 1645," Am. Hist. Leaflets, p. 2.

³ Macpherson, II. 563; III. 179.

⁴ Placed in the enumerated list after 1706.

industry in which fur is so largely used seems to have been the only one which developed sufficiently to compete with the mother country.¹³ In this connection it is interesting to note that a seven-year's apprenticeship was made requisite for those engaging in the business on their own responsibility, and no one could have more than two apprentices at a time or teach the industry to negroes.

Yet, in spite of these restrictions, it is still a question whether the American colonies suffered as severely as is generally maintained. It will be remembered that during a considerable portion of the period under consideration, the restrictive measures noted above, the Navigation Acts and the laws respecting the "enumerated articles" were but poorly enforced. This was especially true during the long ministry of Robert Walpole from 1722-1742 when little interest was taken in colonial affairs. The ignorance of British ministers in regard to the American colonies at that time would seem to indicate that the latter were left very much to their own devices. An interesting sidelight on how affairs relating to the colonies were conducted during this period is furnished in the Memoirs of George II: "It would not be credited what reams of paper, representations, memorials, petitions from that quarter of the globe lay mouldering and unopened in his (Duke of Newcastle's) office. He knew as little of the geography of his province as of the state of it. When General Ligonier hinted some defence to him for Annapolis, he replied with his evasive, lisping hurry, 'Annapolis, Annapolis; Oh, yes! Annapolis must be defended, to be sure, Annapolis should be defended—where is Annapolis?'"¹⁴

In the first place, it would be difficult to account for the rapid increase in population if the restrictive measures of Parliament were so detrimental to the economic interests of the colonies. The estimate of the Board of Trade which had its agents in the colonies, fixed the population in 1714 at 434,600; in 1727 at 580,000; and in 1760 the figure reached was approximately a million and a half. To be sure after 1713, when the Treaty of Utrecht made the importation of slaves an object of colonial policy, the black population increased at an alarming rate so that by 1760 there were 386,000 blacks in the territory which is now comprised in the present limits of the United States.¹⁵ In addition to the negro element there was also a large number of criminal whites who had been sent over from England, but subtracting both of these elements from the total number of inhabitants and at any given time during this period the population still shows a healthy rate of increase which would hardly have been the case had economic conditions been unfavorable. The importation of negro slaves to carry on the labor of the American plantations was not only a great source of profit to England, but it was also a coördinate part of her colonial policy as

the following extract serves to show: "Were it possible for White Men to answer the end of Negroes in Planting, must we not drain our own country of Husbandmen, Mechanicks and Manufacturers too? Might not the latter be the Cause of our Colonies interfering with the Manufactures of these Kingdoms, as the Palatines attempted in Pennsylvania? In such Case indeed, we might have just Reason to dread the Prosperity of our Colonies; but while we can be well supplied with Negroes, we need be under no such Apprehensions; their Labor will confine the Plantations to Planting only."¹⁶ Many protested against this vast importation of slaves, and among them South Carolina. But these protests went unheeded, and as late as 1775 Lord Dartmouth, Secretary of State for the Colonies said, "We cannot allow the colonies to check or discourage in any degree a traffic so beneficial to the nation."¹⁷

Besides the question of population a second point respecting the "enumerated articles" now comes up for consideration. The commodities listed under these articles which were reserved for shipping to England only included "the tobacco of Virginia, the rice and cotton of Carolina and the sugar of the West Indies,"¹⁸ and in 1706 rice and naval stores were added to the list. How far the restriction on these commodities imposed a check on the industries which they represented we will now consider.

First, it will be observed that the natural sources of wealth in New England were fish, cereals and timber, which were not included in the enumerated list at all, and hence might be shipped anywhere. New England carried on a lucrative trade in these products not only with the other colonies, but with the West Indian islands belonging to Great Britain, France, Denmark and Spain. The Navigation Act, together with the natural advantages she enjoyed in the form of good harbors and a plentiful supply of ship-building material, were factors which enabled the New Englanders to compete on favorable terms, not only with the British merchants, but with the British ship-builders.¹⁹ In spite of the Act of 1750, which was intended to prevent the growth of the iron industry beyond its rudimentary stages the New Englanders manufactured anchors, chains and marine fittings made of bog iron, the ore of which they extracted from the mud of ponds. Other industries were carried on mostly under the domestic system such as the making of cloth, bobbins, spools and nails. What we may call *intensive manufacturing* did not exist, but the reasons for this, it seems to me, cannot be attributed to England's repressive laws. The colonies were still frontier communities in the first half of the eighteenth century, and the occupations of the inhabitants were largely determined by the operation of natural economic forces. The frontiersman must first subsist, and in the primitive state of society

¹³ Beer's "Commercial Policy of England," p. 82.

¹⁴ Memoirs of George II.

¹⁵ Harper's Encyclopædia and Channing's U. S. History, Vol. II.

¹⁶ "The African Trade" (1745) pp. 13, 14.

¹⁷ Quoted in Bancroft III, 407, 416.

¹⁸ Cunningham II., p. 472.

¹⁹ Complaint of Thames shipbuilders, Ashley, Surveys, 313.

he is not likely to be bound by laws made three thousand miles away. Applying this statement to the condition of the American colonies in 1760 and recognizing in it a fair element of the truth we shall have a clearer conception of the ineffectiveness of Parliamentary control. Intensive manufacturing was not within the realm of possibilities. There was little or no capital in the colonies, credit was but little developed, and money in the form of tobacco, wheat, corn, cattle and cow bells was hardly a satisfactory or possible foundation on which to erect an imposing industrial system. Finished goods could be bought from England in 1728 at a far lower price than they could be made for in the colonies, and this statement, I am inclined to believe, holds good for the whole of the eighteenth century.²⁰ A report to the Lords of Trade in the above year stated that "it cost fifty per cent. more to manufacture silks, linens and woollen goods in the colonies than in England, and that there was no available labor in America for any extensive manufacturing of these goods."²¹

In regard to the great staple, tobacco, it is by no means clear that its exportation only to England served as a hindrance to the industry. England became merely the middle man for the distribution of this commodity throughout Northern Europe. Joshua Gee, one of the ablest writers of the eighteenth century said, "the royal exchequer profits very little from the enumeration of tobacco. Three-fourths of the duties which are levied at the time of the importation into England are repaid on the reexportation of the better grades of tobacco to the ports of Northern Europe. The poorer grades cannot be sold in the Mediterranean markets in competition with native-grown tobacco, owing to the increased cost which two freights entailed; the result is that the poorer tobacco is destroyed by fire on the London docks." The tobacco was merely cut, dried and sorted in the colonies, and in order to be prepared for smoking or for snuff, it had to be sent to England. This process, which could be performed in England cheaper than in the colonies, was a necessary step in making the commodity marketable. England, therefore, rendered an adequate service in return for the exclusive privileges she enjoyed in handling colonial tobacco not only by turning it into the finished product and by acting as a distributing agent, but by maintaining a high standard for this commodity in foreign markets. It was likewise to her own advantage to encourage tobacco growing in the colonies, and this had been her policy from the beginning in forbidding the importation of foreign tobacco, as well as its cultivation in England. In view of these facts, it is by no means clear that tobacco as an enumerated article constituted a measure in restraint of trade.

The enumeration of rice seems to have placed the planters of South Carolina and Georgia for a time at some disadvantage. The protests of the colonists were, however, met in a conciliatory spirit, and they

were allowed to export their rice directly to ports south of Cape Finisterre upon payment of one-half the duty required, if it had been landed in Great Britain.²²

In regard to naval stores, although they were on the enumerated list, the bounties were successful in stimulating their production, as we have noted on a previous page; hence there was no real grievance here.

The Sugar Act of 1733 undoubtedly was the most unjustifiable measure up to the time of the Stamp Act, and had it been possible to enforce this act the result would have been very injurious to the American colonists. In order to understand the Act of 1733 it is necessary to trace the causes leading up to its enactment.

The balance of trade was almost always against the colonies, and in 1754 the amount was £200,000 in favor of Great Britain. This balance was made good in two ways: (1) by freight money, which went mostly to the New Englanders, whose share in the commerce was very large; (2) by a very profitable trade with the West Indies. It was against this latter trade so important in adjusting the annual trade balance that the Sugar Act was directed. New England ships carried fish, beef, pork, poultry, horses, oxen, sheep and hogs to the French, Spanish and Danish Islands in the West Indies, and considerable quantities of corn, beans, oats, bread and flour from the Middle Colonies. This trade was, of course, illicit.²³ The southbound cargoes were a good deal more valuable than the return cargoes of sugar, molasses and rum, purchased in these islands. Consequently, the balances paid to the New England shippers in the form of coin and bills of exchange ultimately found their way to England²⁴ in payment for manufactured goods imported into the northern colonies from that country. One reason why this illicit trade was more profitable than a similar trade with the British West Indies may be found in the fact that a 4½% duty was levied on the sugar products exported from these islands while a duty of only 1% was collected on the same commodities from the French islands. In addition to this, British West Indian sugar was an "enumerated article," and because of the "double voyage" the cost of landing it at a continental port was 25% in excess of the price at which French sugar could be sold.²⁵ Yet, in spite of the enumeration of this article, the law seems to have been constantly evaded, and in 1720 it was reported to the Lords of Trade that sugar, molasses and rum were being constantly exported directly to Europe, and that from New York alone enough sugar had been sent to pay into treasury £1,000 had it been landed in England.²⁶ It is obvious, therefore, that

²² Channing. Vol. II, Economic Condition of the Colonies in 1760.

²³ Contrary to the laws of all these countries.

²⁴ Cunningham 88, 482, says that furs were sent to England.

²⁵ Letter Written by a Gentleman of the Barbadoes in 1731.

²⁶ Quoted in Channing. Vol. II.

²⁰ See statement of John Adams.

²¹ Quoted in Channing Vol. II. This statement would seem to indicate that intensive manufacturing would not have been profitable in any case.

the British West Indian planters could not compete with the French-grown product, and in reply to their protests Parliament, in 1733,²⁷ placed a duty of 9 d. on a gallon of rum, 6 d. on a gallon of molasses, and 5 s. on each hundred weight of sugar. The measure was as unwise as it was ineffective. The real difficulty was the expense of the double voyage, and, had the British planters realized this, as they eventually did,²⁸ they would have fared much better.

The Sugar Act could not be enforced, and was practically a dead letter from the start.²⁹ Hence, it is difficult to see how this measure along with the others which we have considered can be regarded as resulting in a definite economic grievance. It was the political rather than the economic character of all this legislation which was the real basis of dissatisfaction, and it is this phase of the question which I wish to emphasize.

In general, it may be said that the period from 1700 to 1763 in the American Colonies was one of great prosperity, the normal development of which was but little effected by Parliament's policy of restriction. In 1763, however, when Lord Grenville became prime minister, this period of salutary neglect came to an abrupt end. His resolution to enforce the trade laws marks the widening of the chasm which was soon to separate, forever, the American colonies from the mother country. But this process of estrangement had been going on for years, and in so far as the trade laws contributed to the final separation it should be remembered that it was the political character of these laws, and the spirit in which they were conceived that furnished the real grievance. On this point Arthur Young said, "Nothing can be more idle than to say that this set of men, or the other administration, or that great minister occasioned the American War. It was not the Stamp Act, nor the repeal of the Stamp Act; it was neither Lord

Rockingham nor Lord North, but it was that *valeful spirit of commerce* that wished to govern great nations on the maxims of the counter."³⁰

After the political separation of the colonies from Great Britain, the major part of the colonial trade continued to be with that country and this fact has a very proper significance. It shows that the colonists with the old restrictions wiped away were still trading in those same channels to which, previously they had been nominally confined by Parliamentary action. "Trade is not carried on for the sake of friendship, but of interest," said the venerable Dean Tucker in 1776, "and if after a separation, the colonists shall find, that they can trade with greater advantage with us, than with others, they certainly will, not for our sakes, but for their own." These words were amply verified and their significance for us lies in the fact that they contain a great economic truth. England's colonial policy in the eighteenth century in trying to harness up natural economic forces was as effective as the tenderfoot's efforts to hold to the back of a bucking broncho. It was in the very nature of things impossible to keep the freedom loving colonists from trading where or with whom it was for their interests to trade. "Indeed," said the Dean of Gloster, "It is now become evident, that it ever was, and ever will be impossible for the Parent State to prevent the Colonies from trading with other Countries, if there is a prospect of trading with advantage."³¹ As the bulk of the colonial trade was with England before the Revolutionary War, and this increased after it was ended, the only inference is that the colonists resumed this trade because they found that it was "to their advantage" to do so. Thus all the measures of restriction which we have considered furnished a grievance more apparent than real and one which was, in its leading features, political rather than economic.

History in the Summer Schools, 1913

UNIVERSITY OF ARKANSAS.

Fayetteville, Ark., June 16 to July 26, 1913.

History of the United States. Prof. D. Y. Thomas.

Reformation and the Era of Absolutism. Prof. Thomas.

French Revolution and the Nineteenth Century. Prof. Thomas.

UNIVERSITY OF CALIFORNIA.

Berkeley, Cal., June 23 to August 2, 1913.

Beginnings of the English Constitution. The development of the constitution from the period of origin down to 1485. Prof. Morris.

The Renaissance in Europe. Dr. Gray.

Spanish History. Mr. Hill.

Constitutional History of the Civil War and Reconstruction period. Prof. McCormac.

The United States Since the Civil War, 1873-1909. Prof. F. L. Paxson, of University of Wisconsin.

Teachers' Course in English History. Prof. Morris.

The Renaissance in Italy. Dr. Gray.

Spanish Colonial Institutions. Mr. Hill.

The Formative Period in the History of the United States, 1789-1823. Prof. McCormac.

The Jacksonian Period, 1825-1840. Prof. Paxson.

UNIVERSITY OF COLORADO.

Boulder, Colorado, June 23 to August 2, 1913.

American Government. Mr. W. Bethke.

Recent American History, 1876 to 1913. Mr. Bethke.

History of Modern Europe, 1300-1789. Prof. C. C. Eckhardt.

Teachers' Course. Prof. Eckhardt.

Contemporary Europe. Prof. Eckhardt.

³⁰ Preface of Arthur Young's Tour in Ireland.

³¹ J. Tucker's Series of Answers, p. 28.

²⁷ 5 G II, c. 13.

²⁸ See "Miserable Case of British Sugar Planters."

²⁹ According to Sabine "Nine-tenths probably of all the tea, wine and fruit, sugar and molasses consumed in the colonies were smuggled." American Loyalists i, 12.; See Lecky III, 333.

COLUMBIA UNIVERSITY.

New York, N. Y., July 7th to August 15th.

The foundations of modern Europe. Dr. E. F. Humphrey.
Modern and Contemporary European history. Prof. J. S. Bassett.

Greece to the age of Pericles. Prof. W. L. Westermann.
Rome to the end of the republic. Prof. Westermann.
The middle ages: Political and social. Prof. H. K. Mussey.

The old regime, the French Revolution and the work of Napoleon. Prof. Mussey.

European History since 1870. Prof. E. B. Krehbiel.
Formation and development of the English Constitution to the opening of the seventeenth century. Prof. A. B. White.

The American Colonies and the Revolution. Prof. C. E. Carter.

The United States, 1815-1850, with especial reference to the development of the West. Prof. Carter.

Recent history of the United States. Prof. Bassett.
Methods of Historical study. Prof. Krehbiel.
Seminar in English History. Prof. White.

Education. The Teaching of English and History in elementary schools. Prof. F. T. Baker and Mr. J. M. Gambrill.

Education. The general theory and practice of teaching history in secondary schools. Mr. Gambrill.

Theory and Practice of teaching American history and government in secondary schools. Mr. Gambrill.

American Federal government. Prof. E. M. Sait.
Party government in the United States. Prof. Sait.
Constitutional law. Prof. F. Goodnow.

CORNELL UNIVERSITY.

Ithaca, N. Y.

American History. The Period of Civil War and Reconstruction, 1850-1875. Professor J. P. Bretz.

English History to 1485. Prof. Lunt.
Recent European History. Professor Lunt.
American Government and Politics. Prof. Bretz.

DARTMOUTH COLLEGE.

Hanover, New Hampshire, July 7th to August 18th.

The Political History of the United States, 1783-1860. Prof. C. R. Lingley.

Civil War and Reconstruction. Prof. Lingley.

UNIVERSITY OF DENVER.

Denver, Colorado.

United States History.

English History.

Governments and Parties.

Government of European Cities.

DRAKE UNIVERSITY.

Des Moines, Iowa.

The Civil War and Reconstruction.

Teachers' Course in American History.

UNIVERSITY OF GEORGIA.

Athens, Ga., June 30 to August 2, 1913.

United States History. Miss J. A. Flisch.

Ancient History. Miss Flisch.

English History. Dr. R. P. Brooks.

History of the South. Dr. Brooks.

American Civics. Dr. McPherson.

Economics. Dr. McPherson.

HARVARD UNIVERSITY.

Cambridge, Mass., July 1 to August 12, 1913.

History of the United States from 1865 to the present day. Prof. E. D. Adams, of Leland Stanford University.

Modern European History from the Reformation. Dr. Robert H. Lord.

Ancient History. Prof. R. F. Scholz, University of California.

Economic History of Europe and the United States during the Nineteenth Century. Professor Edwin F. Gay.

Comparative Modern Government. Prof. E. D. Adams, Leland Stanford, Jr. University.

UNIVERSITY OF ILLINOIS.

Urbana, Ill., June 16 to August 8, 1913.

European History, 1300 to 1648. Prof. Guy S. Ford.

American History, 1860 to 1898. Dr. Arthur C. Cole.

The History of the United States, 1815 to 1845. Dr. Cole.

Investigation of Selected Topics. Prof. G. S. Ford.

INDIANA UNIVERSITY.

Bloomington, Ind., June 19 to Sept. 3, 1913.

First Half-Term.

Mediaeval and Modern History, 1517-1789. Prof. F. A. Ogg.

Roman History to the Gracchi, 133 B. C. Prof. A. S. Hershey.

American Parties and Party Leaders, 1789-1829. Prof. Ogg.

The Napoleonic Era, 1795-1815. Prof. Hershey.

Current Politics. Prof. Hershey.

American Politics and Parties. Prof. Ogg.

Second Half-Term.

The American Revolution, 1763 to 1783. Prof. C. B. Coleman.

American Parties and Party Leaders, 1829-1868. Prof. Ogg.

Mediaeval and Modern History, 1789 to 1900. Prof. Coleman.

Causes of the American Revolution. Prof. Coleman.

The American Government in State and Nation. Prof. Ogg.

Parties in the United States, 1832-1848. Prof. Ogg.

UNIVERSITY OF KANSAS.

Lawrence, Kansas, June 12 to August 13, 1913.

Mediaeval History. The history of Europe from the barbarian invasions to the Crusades. Prof. D. L. Patterson.

Advanced Greek History. Summary of Greek history from political, intellectual and economic points of view. Prof. Patterson.

The American Revolution. A study of the causes and results of the American Revolution. Prof. F. H. Hodder.

Recent American History, 1877-1897. Prof. Hodder.

American Federal Government. Prof. C. A. Dykstra.

American State Government. Prof. Dykstra.

The Italian Renaissance. Prof. Patterson.

LOUISIANA STATE UNIVERSITY.

June 9 to August 8, 1913

History of Louisiana. Prof. Fleming.

American Biography. Prof. Fleming.

The French Revolution. Prof. Fleming.

Economic Theory. Prof. Bonham.

Applied Economics. Prof. Bonham.

Sociology—Social Problems. Prof. Bonham.

Federal Government in the United States. Prof. Prescott.

Commonwealth Government in the United States. Prof. Prescott.

Legislative Machinery and Methods. Prof. Prescott.

UNIVERSITY OF MAINE.

Orono, Maine, July 7 to August 15, 1913.

United States History from the close of the Mexican War. Prof. C. Colvin.

Modern European History: 1815 to the present time. Prof. Colvin.

Primarily for Graduates. A course will be offered for graduate students and others who are prepared to take it. Prof. Colvin.

UNIVERSITY OF MICHIGAN.

Ann Arbor, Mich., June 30 to August 30, 1913.

History of England from the Reformation to the Revolution of 1688. Prof. A. L. Cross.

The History of Greece. Prof. F. B. Marsh.

The History of Rome to the Founding of the Roman Empire. Prof. Marsh.

The Age of the Renaissance. Prof. E. W. Dow.

Historical Studies. Prof. Dow.

The History of the Ante-bellum South. Prof. U. B. Phillips.

Seminary in American Colonial History. Prof. Phillips.
American Government. Prof. F. A. Updyke, of Dartmouth College.

Municipal Government. Prof. Updyke.

UNIVERSITY OF MINNESOTA.
Minneapolis, Minn.

Greek History. Prof. F. M. Fling, of University of Nebraska.

American History. Prof. F. M. Anderson.

The French Revolution: The first phase. Prof. Fling.

European History since 1815. Prof. Anderson.

Seminary on the French Revolution. Prof. Fling.

UNIVERSITY OF MISSOURI.

Columbia, Mo., June 12 to August 14, 1913.

Ancient History. Mr. J. E. Wrench.

Modern History. Mr. Wrench.

English History and Government. Mr. N. T. Trenholme.

American History. Colonial period, and early national period of American development. Mr. J. Viles.

English Constitutional History. Mr. Trenholme.

Recent United States History. Since the Civil War. Mr. Viles.

Missouri History. Mr. Viles.

The French Revolution and Early Nineteenth Century. Mr. Trenholme.

European Culture: Mediaeval Civilization. Mr. Wrench.
Seminary in Historical Research and Thesis Work.

UNIVERSITY OF NEBRASKA.

Lincoln, Neb., June 9th to August 1st.

Early National Period, 1789-1843. Prof. H. W. Caldwell.

The New Nation, 1877-1911. Prof. Caldwell.

Special thesis work for graduate students. Prof. Caldwell.

Economic History of the United States. Prof. Virtue.

American State Government. Prof. L. E. Aylsworth.

Government of Nebraska. Prof. Aylsworth.

Methods of Teaching Government. Prof. Aylsworth.

NEW YORK UNIVERSITY.

New York, N. Y., July 1 to August 11, 1913.

American History. Professor W. MacDonald.

American Government and Administration. Prof. MacDonald.

Constitutional and Political history of the United States since 1860. Prof. MacDonald.

Ancient History. Prof. T. F. Jones.

History of the Nineteenth Century. Prof. Jones.

History of the French Revolution. Prof. Jones.

Europe and the Near East. Prof. G. R. Montgomery.

American Financial History. Prof. C. W. Gerstenberg.

OBERLIN COLLEGE.

Oberlin, Ohio, June 27 to August 15, 1913.

English History: 1877-95. Professor L. B. Hall.

The American Civil War: 1861-65. Prof. Hall.

European History: The Period of the Renaissance and Reformation. Prof. W. C. MacNaul.

European History: Europe Since 1648. Prof. MacNaul.

American Government. Prof. C. R. Atkinson.

Comparative State Government. Prof. Atkinson.

OHIO STATE UNIVERSITY.

Columbus, O., June 16 to August 8, 1913.

Political History of the United States to 1829. Prof. H. C. Hockett.

Political History of the United States, 1829-1910. Prof. G. W. Knight.

Constitutional History of the United States. Prof. Hockett.

The Teaching of American History. Prof. Knight.

Seminar in Recent American History. For graduates. Prof. Knight.

Mediaeval History to 1500, A.D. Prof. E. H. McNeal.

History of Rome Through the Reign of Diocletian. Prof. W. H. Siebert.

History of England to the Sixteenth Century. Prof. Siebert.

The French Revolutionary and Napoleonic Periods, 1789-1815. Prof. McNeal.

The Teaching of European History. Prof. McNeal.

Seminar in Modern History. Primarily for Graduates. Prof. Siebert.

Economic and Social History of England and the United States. Prof. H. F. Waldradt.

American Government. Prof. Coker.

Municipal Government. Prof. Coker.

The Constitution of Ohio. Prof. Coker.

OHIO UNIVERSITY AND STATE NORMAL COLLEGE.

Athens, Ohio, June 23 to August 1, 1913.

Economics. Prof. H. W. Elson.

Advanced Civics. Prof. Elson.

The British Empire, beginning with the Reign of the Tudors. Prof. Elson.

American History. Prof. Thomas N. Hoover.

Methods in History. Professor Hoover.

United States History, Review. Prof. Hoover.

Ohio History. Prof. C. L. Martzloff.

General History. Mr. E. V. Jones.

Civics. Mr. Jones.

English History. From the Conquest of William to the present time. Mr. Jones.

UNIVERSITY OF OKLAHOMA.

Norman, Oklahoma, June 14 to August 8, 1913.

HISTORY.

Constitutional History. Prof. R. S. Bauer.

Mediaeval Europe. Prof. Bauer.

Political History of the United States. Prof. J. S. Buchanan.

Eighteenth Century Europe. Prof. Bauer.

Territorial Expansion. Prof. Buchanan.

PENNSYLVANIA STATE COLLEGE.

State College, Pa., June 23d to August 1st.

The United States Since 1865. Prof. P. O. Ray.

Civil Government in the United States. Dr. D. C. Knowlton.

History of Pennsylvania. Prof. Ray.

Teachers' Course. Dr. Knowlton.

Europe since 1815. Professor Ray.

Special Methods in Elementary School History. Correlation of History and Geography. Miss R. Winans.

UNIVERSITY OF PENNSYLVANIA.

Philadelphia, Pa., July 7th to August 15th.

Renaissance and Reformation. Prof. W. E. Lingelbach.

The French Revolution and Napoleon. Prof. Lingelbach.

United States History: Revolutionary and Formative

Periods. Prof. A. E. McKinley.

United States History: Studies in the Civil War and

Reconstruction Periods. Prof. McKinley.

Teaching of History. Prof. Lingelbach and Prof. McKinley.

SUMMER SCHOOL OF THE SOUTH.

Knoxville, Tenn., June 24 to August 1, 1913.

Oriental and Greek History. Dr. B. Bond.

Roman History. Dr. Bond.

The French Revolution and the Napoleonic Era. Dr. Bond.

Western Europe in the Nineteenth Century. Prof. J. D. Hoskins.

England under the Hanoverians. Prof. Hoskins.

Colonial Period in American History. Dr. F. F. Stephens.

American History from 1829 to 1876. Dr. Stephens.

Social Forces in American History. Dr. Stephens.

Economic History of the United States. Dr. C. L. Raper.

History Teaching. Prof. St. George L. Sioussat.

Methods of Teaching United States History. Supt. W. E.

Miller.

Historical Characters. Dr. C. W. Seymour.

UNIVERSITY OF SOUTHERN CALIFORNIA.

Los Angeles, Cal., June 26 to August 8, 1913.

English History, with special reference to social and literary development. Professor F. J. Klingberg.

Modern Continental Europe. A course covering the political development of Continental Europe from the French Revolution to the present time. Prof. Klingberg.

The History of the Philippines. Prof. J. M. Dixon.

American Government: Lectures on municipal, state and national government. Prof. R. Malcom.

Tariff History of the United States. Prof. S. I. Miller.

TULANE UNIVERSITY OF LOUISIANA.

New Orleans, La., June 16 to July 26, 1913.

Mediaeval and Modern Europe. Prof. A. E. Phillips.

American History, Including Methods of Teaching History. Miss E. E. Riggs.

The Nineteenth Century. Miss E. E. Riggs.

English History. Miss Riggs.

Roman History. Prof. E. A. Bechtel.

UNIVERSITY OF VIRGINIA.

University, Va.

Ancient History. Prof. Harris Hart.

Mediaeval and Modern History. Prof. J. M. McConnell.

English History. Prof. McConnell.

History of the United States. Professor T. W. Page.

Civil Government in the United States. Prof. Page.

Virginia History. Prof. McConnell.

Review of the United States History. Mr. H. M. McManaway.

UNIVERSITY OF WASHINGTON.

Seattle, Wash., June 23 to August 1, 1913.

Open lectures in History. Prof. E. S. Meany.

The Primitive Period of English History. Prof. O. H. Richardson.

Europe since 1814. Prof. O. H. Richardson.

History of National Development Since the Civil War. Prof. E. McMahon.

Methods of Teaching History. Prof. McMahon.

WEST VIRGINIA UNIVERSITY.

Morgantown, W. Va., June 23 to August 23, 1913.

The United States, 1789 to 1830. Prof. Charles G. Ambler, Randolph-Macon College.

Mediaeval History. Prof. Ambler.

Europe in the Nineteenth Century. Prof. Ambler.

UNIVERSITY OF WISCONSIN.

Madison, Wis.

HISTORY.

Mediaeval History, 395-1095. Prof. G. C. Sellery.

Modern English History. Prof. A. L. Dennis.

The United States, 1783-1829. Prof. W. T. Root.

Mediaeval Civilization. Prof. Dana C. Munro.

The Renaissance. Prof. Sellery.

Recent History of the British Empire from about 1860 to 1913. Prof. Dennis.

American Diplomatic History. Prof. C. R. Fish.

American Constitutional History. Prof. Root.

Supplementary Reading for Teachers of History. Prof. W. J. Chase.

The Teaching of History. Prof. Chase.

Seminary in Mediaeval History. Prof. Munro.

Seminary in American History. Prof. Fish.

SOME SUGGESTIONS CONCERNING THE USE OF PICTURES IN TEACHING.

A series of pictures illustrating the French Revolution is now in process of publication by the New England History Teachers Association, which issued some time ago a series dealing with the period of Louis XIV, and another of portraits of English Kings and Queens. It has been suggested that a brief article would be acceptable regarding the use of these pictures in the class-room.

The pictures forming the French Revolution series illus-

trate the period from the National Assembly to the Reign of Terror. They are of three distinct kinds: pictures of events, portraits, and caricatures. They touch the great Revolutionary movement itself; the personal side of the downfall of royalty; and the graphic expression of public opinion. Court life under the old régime is illustrated by the Louis XIV series. Knowledge of the seventeenth and eighteenth century court, luxurious, brilliant, selfish, is in itself a part of culture. It is also an aid in understanding that relation between sovereign and people which is a basal fact in the political life of the time. In the Revolutionary period it is of course true that stress should be laid on the great march of public events rather than on the misfortunes of the royal family. Yet of the old régime is typified in the terrible contrasts which chequered the lives of Louis XVI and his queen. These contrasts can be apprehended through vivid realization of what it meant to be royal in France, and then to be submerged under the tide of Revolution. Such vivid realization is furthered by pictures of palace gardens, and festivities, the setting of royalty; followed by pictures of the prisons to which Revolution consigned the hapless King and Queen; and of the last scene in the . . . The contrast between portraits of Marie Antoinette as a gay young queen and as a desolate prisoner and widow has the strongest sort of human interest and consequent value. It has this further value in symbolizing the downfall of monarchy. Pictures of events, like those of the Abolition of Privileges by the National Assembly on the fourth of August, or the Demolition of the Bastille, or the Execution of Louis XVI, or the Attempt to murder Robespierre, are easily fitted into a History course.

There are various possible methods of presenting pictures to a class. Teachers fortunate enough to possess classrooms fitted with some sort of opaque projection apparatus may choose to display upon a screen the illustrations, making comments as they appear. The advantage of this means of display is so generally recognized that it needs no comment. These prints are well adapted to use with such devices as the valopticon, for instance. Opaque projection apparatus is now obtainable in various forms and at a considerable range of prices. A full account of such apparatus is to be given in the June number of this magazine. Much may be said, however, in favor of requiring students to make their first observations independently. To this end, the best means is perhaps the purchase of pictures by each student in the class. Usually it is wise to give some suggestions or questions; since we all know that otherwise students may look at and see not! For instance, questions may be asked concerning the picture of the Abolition of Privileges to bring out the elements of the National Assembly—the three estates, with their characteristic costumes; the arrangement of the room, with its significance, suggesting a review of the origin of the National Assembly. If the pictures are placed in note books, notes of the result of the study may be placed on the opposite page. If it is not deemed expedient to have students purchase pictures for their own use, and the class must use those belonging to the school, it works well to place them in an envelope along with reference books, to be studied in the library; or to hang them on a screen or burlap wall covering in a class-room to which students have access in study hours. This individual study of pictures makes them not an adjunct to work in history, but an integral part of it.

Some pictures are, however, too difficult of comprehension to be given to a class in this way, and should be presented with careful explanation by the teacher. This is true of many caricatures, which are none the less valu-

(Continued on page 145.)

The History Teacher's Magazine

Published monthly, except July and August,
at 1619-1621 Ranstead Street, Philadelphia, Pa., by

MCKINLEY PUBLISHING CO.

EDITED UNDER THE SUPERVISION OF A COMMITTEE
OF THE AMERICAN HISTORICAL ASSOCIATION,
composed of:

PROF. HENRY JOHNSON, Teachers College, Columbia University, Chairman.

PROF. FRED M. FLING, University of Nebraska.

MISS BLANCHE HAZARD, High School of Practical Arts, Boston, Mass.

PROF. GEORGE C. SELLERY, University of Wisconsin.

PROF. ST. GEORGE L. SIOUSSAT, Vanderbilt University.

DR. JAMES SULLIVAN, Boys' High School, Brooklyn, N. Y.

ALBERT E. MCKINLEY, Ph.D., Managing Editor.

DEPARTMENTS.

History in the Secondary School.—J. MONTGOMERY GAMBRILL, Editor; DANIEL C. KNOWLTON and ARTHUR M. WOLFSON, Assistant Editors.

History in Normal and Elementary Schools.—CARL E. PRAY, Editor.

Reports From the Historical Field.—WALTER H. CUSHING, Editor.

Periodical Literature.—MARY W. WILLIAMS.

Bibliography of History.—WAYLAND J. CHASE, Editor.

Recent Historical Publications.—CHARLES A. COULOMB, Editor.

SUBSCRIPTION PRICE. Two dollars a year; single copies, twenty cents each.

REDUCED RATE of one dollar a year is granted to members of the American Historical Association, and to members of local and regional associations of history teachers. Such subscriptions must be sent direct to the publishers or through the secretaries of associations (but not through subscription agencies).

POSTAGE PREPAID in United States and Mexico; for Canada, 20 cents additional should be added to the subscription price, and for other foreign countries in the Postal Union, 30 cents additional.

CHANGE OF ADDRESS. Both the old and the new address must be given when a change of address is ordered.

ADVERTISING RATES furnished upon application.

A SUPPOSED ATTEMPT TO MURDER ROBESPIERRE.

At a crucial moment in Robespierre's career—just before the Fête to the Supreme Being in June, 1794—a report was circulated that a woman, Cecile Renaud, had been caught in the act of attempting to murder him just as Charlotte Corday had murdered Marat. The incident threw the nimbus of martyrdom about Robespierre and on the crest of an immense wave of enthusiasm, he was chosen to the presidency of the National Convention. He himself swore in the Jacobin Club "by the daggers red with the blood of the martyrs of the Revolution and recently pointed against us" to exterminate to the last rascal the enemies of Liberty. His partisans endeavored, by circulating a pictorial representation of the incident, to inspire horror of the deed, and this production is here given on the title page.

PERIODICAL LITERATURE

MARY W. WILLIAMS, M.A., EDITOR.

The charming picturesqueness which still survives in Seville is described by W. D. Howells in "Harper's" for March. The description is illustrated in tint by Norman Irving Black.

"Santa Sophia and its Memories" by Lady Edith Blake, is an interesting description of the present mosque and an account of the stirring scenes of past ages which centered about the great structure. ("The Nineteenth Century," February).

In glowing words "The Rising of 1813," by which Germany succeeded in driving out the foreigner, was described by Max Lehman at the centennial celebration services held in Göttingen February 3, 1913. The oration is published in "Preussische Jahrbücher" for March.

The tender attachment existing between Madame De Stael and her father, M. Necker, is pleasingly revealed in extracts from an unpublished correspondence quoted in an article by Haussonville, of the French Academy ("Revue des Deux Mondes," February).

The commercial awakening of the Moros and the Pagans of the Philippine Islands has produced a very strong desire on the part of these people for the continuance of American control. A consideration of this commercial influence by Major John P. Finley, is to be found in "The North American Review" for March.

In "Prehistoric Greece and the Aegean Civilization" J. Murphy ("American Catholic Quarterly Review," January) outlines the great contribution which has been made to our knowledge of Greece previous to the First Olympiad through the medium of archaeology, anthropology and other allied sciences.

"French-Canadians in 1775 and 1812," by G. L. B. MacKenzie in "The Canadian Magazine" for March, presents interesting comparisons. The writer shows that, contrary to the usual view, the French in Canada as a whole were disloyal to the British Crown in 1775 but that during the war of 1812 they were entirely loyal. At the present time the loyalty of the French-Canadians is of the intellect while that of English-Canadians is of the heart.

"The Family System in China," a paper appearing in "The Sociological Review" for January, was written for Professor Westermarck's Seminar in Sociology in the London School of Economics. The author, P. L. K. Tao, points out that though the family tie deters crime it also hinders enterprise, because a financial failure must bring suffering or discomfort to the whole family.

"The Solution of the Mary Stuart Problem" is the title of a long paper by Ludwig Riesz appearing in the current number of "Historische Zeitschrift." The author considers the authenticity and the evidence of the Casket Letters and also weighs the opinions of various biographers of the Scottish queen. His verdict is that Mary Stuart was guilty.

Casa Grande is undoubtedly the oldest ruin in the United States. It is regarded by scientists as a temple or great community house used for religious purposes by the aboriginal inhabitants of Arizona, whose descendants have been reduced to the verge of starvation by the diversion of water for irrigation. A description of a visit to the ruin by Agnes C. Laut appears in "Sunset" for March, under the general title "Why Go Abroad?" Illustrations from photographs accompany the article.

History in the Secondary School

J. MONTGOMERY GAMBRILL, EDITOR.

Outline of European History

Based on the Recommendations of the Committee of Five

BY DANIEL C. KNOWLTON, PH.D., AND ARTHUR M. WOLFSON, PH.D.

VI. The Industrial Revolution

The Coincidence of the French Revolution and the Industrial Revolution.

A generation ago, when students of history were still primarily interested in the story of the development of constitutional forms of government, the period of the French Revolution was always treated as the most important epoch in modern history. Within the last quarter of a century we have come to realize that the Industrial Revolution which was proceeding quietly in England during the same period was of at least as great importance—probably of greater importance. The French Revolution marks the beginning of a period of political development whose end we have not yet seen; the Industrial Revolution marks the beginning of a change in the economic life of the people of Europe, and of the rest of the world, which is still going forward toward an unforeseeable end. "The Industrial Revolution," says Cunningham (*Western Civilization*, vol. II, p. 228), "has nowhere exerted its full influence as yet, we cannot regard it as an era that is in any sense closed even in any one country, while there are many lands that are only beginning to feel its effects."

The Complete Economic Revolution—Threefold in Character

The Industrial Revolution—the transformation of the processes of manufacture—may properly be regarded as a third step in the economic progress of modern times. First came the commercial revolution in which all the nations of Europe were striving to obtain colonial empires as markets for the surplus products of their home manufactures. This step was the subject of our outlines in the December and February issues of the *HISTORY TEACHER'S MAGAZINE*. The second step which began in the first quarter of the eighteenth century, changed completely the processes of agriculture in England, and led ultimately to an entirely new system of tillage both in England and abroad. The Industrial Revolution itself was immensely influenced by each of these two. Narrowly considered, it brought about an entire change in the processes of manufacture and necessitated a complete change in the economic and social ideals of England and ultimately of the other nations of Europe as well. In Western Europe this change is already fairly well complete. In Eastern Europe, the change has scarcely begun.

The Revolution in Agriculture.

It is our purpose in this outline to trace this change in detail insofar as it affected England. In agriculture, the beginning of the eighteenth century found the people of England employing methods of tillage not unlike those which had been in vogue for a thousand years. Farm implements were primitive in form, planting and cultivation knew no system beyond that which had been adopted under the feudal regime. Crops were limited in number, and a large part of the land was still devoted to common pasturage or was allowed to lie uncultivated and unemployed. Two men, Jethro Tull and Robert Bakewell, were largely responsible for the change. Those who would understand

in part, the change of ideals produced by half a century, should read the *Journal of Defoe* (1724-1726) and that of *Arthur Young* (1768-1771). New crops were introduced, machinery was modernized and improved, artificial fertilizers were employed, and a system of scientific rotation of crops was evolved. Lands which for centuries had been allowed to remain in pasturage or in waste, were enclosed and devoted to cattle raising or to tillage under the management of drovers and farmers of a newer age.

The Revolution in Manufacture.

In manufacture the beginning of the reign of George III. still found the old guild system and the system of Domestic Industry completely unchanged. Between that time and the end of the Napoleonic Wars the processes of manufacture and the organization of industry had been entirely revolutionized. Mechanical inventions followed each other in rapid succession; in the textile trades and in the iron industry, tools and not men became the dominating factor. Water power and steam superseded the human hand which for centuries had turned the wheels of industry. In order that goods might be transported more quickly and more safely, roads and canals were built, and ultimately the steamboat and the locomotive took the place of the sailing vessel and the horse-drawn cart.

The New Organization of Industry.

The new processes of industry necessitated a new organization of industry. Factories grew up in urban districts; large scale production was undertaken in the regions where coal and iron were available; the rural districts of England lost in population, while towns, especially in the north and west of England, grew by leaps and bounds.

With the new system of industry came an entirely new set of economic and social problems. Up to the middle of the eighteenth century the only capitalistic class in England consisted of the comparatively few wholesale merchants who marketed the products of the weavers who had produced their cloth under the system of Domestic Industry. The dominant social order was still the owners of extensive landed estates. Three quarters of a century later the factory owner was the wealthy man of England, and British economic policies were dictated by him. The worker at the loom, in the mines, and in the iron foundry, on the other hand, had sunk into a condition of complete economic dependence from which he has not even yet escaped.

The International Effect of the Revolution.

Finally, we would call attention to one phase of the Industrial Revolution which is frequently neglected. In the earlier years of the eighteenth century France had attempted to check the growth of English commerce and had failed. After the French Revolution, in the time of the Directory and under the leadership of Napoleon, France again attempted to break down the dominance of her ancient rival. Protective tariffs were enacted, bounties were paid, and positive trade prohibitions such as the

Berlin and Milan Decrees were promulgated in the hope that English commerce would be ruined and French manufactures would spring up. But the advantages of English machine-made goods and the superior organization of industry in England were too great to be overcome. "The superior quality and abundance of British manufactures created a demand which evaded all watchfulness and enlisted all classes against the officials who were entrusted with the carrying out of French decrees." (Mahan, "Sea Power in the French Revolution," vol. II, p. 249.) Not until a generation later did France enter upon her period of industrial revolution, while Germany followed more than a generation after that.

I. Introduction—the Industrial Revolution the Third Step in an Economic Revolution.

- a. First, A commercial revolution (see H. T. M., Dec., 1912, Feb., 1913.)
- b. Second, an agricultural revolution (see below, II)
- c. Third, an industrial revolution.
 1. This revolution takes place in England between 1760 and 1820; on the continent in the following generations.
 2. The elements of this revolution are:
 - (a) A number of inventions which revolutionize methods of manufacture.
 - (b) The substitution of machinery (water power and steam) for human power.
 - (c) A transition of industrial organization from the "domestic" system to the "factory" system.
 - (d) The redistribution of population.
 - (e) A reorganization of society giving rise to new economic and social problems.
 - (f) New international trade relations.

II. The Revolution in Agriculture.

- a. Improvements in methods of tillage due to the experiments of Jethro Tull (about 1725).
 1. Introduction of artificial grasses for cattle feeding.
 2. Introduction of new food crops—rye, beans, potatoes, turnips, etc.
 3. Improvements in farm machinery—the plow, the horse hoe, the seeder, etc.
 4. Introduction of artificial fertilizers.
 5. Introduction of scientific rotation of crops.
- b. Improvements in cattle and sheep breeding. Bakewell's experiments, (about 1750).
- c. "Enclosures" and the consolidation of small farms.
- d. Capitalistic organization of agriculture.
 1. Agricultural population divided into two classes—capitalist, farmers and agricultural laborers.
 2. Extensive farming gradually eliminates the yeomanry of England.

III. The Revolution in the Processes of Manufacture.

- a. The old system of manufacture (see H. T. M., Dec., 1912).
 1. The old system and its advantages.
 - (a) Regularity of work.
 - (b) Comparatively steady relation between products and return for labor.
 - (c) Comparatively even distribution of wealth.
 - (d) Staple products in all industries.
 - (e) Few commercial fluctuations.
- b. Mechanical inventions.
 1. In the textile trades.
 - (a) Kay's flying shuttle, 1738.
 - (b) Hargreaves' spinning jenny, 1767.
 - (c) Arkwright's water frame, 1769.
 - (d) Crompton's mule, 1779.

- (e) Cartwright's power loom, 1787.
- (f) Improvements in calico printing, 1783-1800.
- (g) Acid and chlorine bleaching, 1785-1800.
- (h) Whitney's cotton gin, 1793.

2. In the iron industry.

- (a) The old process of charcoal smelting.
- (b) Darby's process of coal smelting, 1750.
- (c) Smeaton's blast furnace, 1760.
- (d) Improvements for hardening steel, and tool manufacture, 1750-1800.

3. In the china and earthenware trades.

- (a) Josiah Wedgwood and his experiments.

c. The steam engine and its application to industry.

1. Papin's engines (latter part of 17th century).
2. Newcomen's pump in the mining industry, 1704.
3. Watt's engine applied to the textile and other trades, 1769-1819.
4. Fulton's steamboat, 1809.
5. Stephenson's locomotive, 1825.

d. Roadbuilding and canal construction.

1. Telford and Macadam and the new turnpikes.
2. James Brindley and the construction of commercial canals.

IV. The "Factory" System.

- a. The characteristics of the factory.
 1. Power (steam or water) and machinery rather than men the prime necessity.
 2. Separation of the interests of capital and labor.
- c. Large scale production.

V. Redistribution of Population.

- a. Increase of population accelerated.
- b. The rapid growth of industrial centers in the north and west of England.
- c. The rapid growth of towns, especially in the north and west of England.

VI. New Economic and Social Problems.

- a. The growth of the capitalist class.
- b. Degradation of the laboring classes.
- c. Introduction of woman and child labor into the factories and mines.
- d. Instability of trade, due to:
 1. Fluctuation in supply of raw material.
 2. Irregularity of market for manufactured products.
- e. The end of the old system of trade regulation.
 1. Navigation Acts repealed, 1796-1830.
 2. System of protection abandoned, 1846-1852.
- f. Factory legislation (1802-1847) and the growth of trade unionism (1850-1875).
- g. Radical legislation. Socialism.

VII. New International Relations.

- a. Efforts of France to stifle English trade.
 1. The action of the Convention and the Directory, 1793-1799.
 2. Napoleon's Berlin and Milan Decrees, 1806-1807.
 3. England's retaliation—Orders in Council.
 4. Failure of France due to the cheapness of English goods.
 - a. Smuggling.
 - b. The license system.
 5. England's triumph over Napoleon—the triumph of a manufacturing nation.

VIII. The Industrial Revolution on the Continent.

- a. In France after 1815.
 1. The ascendancy of the capitalist class under Louis Philippe (1830-1848).
 2. The Revolution of 1848—its economic significance.

b. In Germany.

1. The Zollverein, 1833.

2. The German Empire, 1870.

(a) The new industrialism in Germany.

References.

The best account of the Industrial Revolution in a regular text-book of European history will be found in Robinson and Beard, "Development of Modern Europe," volume II, chap. XVIII, or in their "Outlines of European History," part II, chap. XII. This account neglects, however, the agricultural revolution and the relation of the Industrial Revolution to international trade. Good straightforward accounts of the revolution can also be found in Cheyney, "Industrial History of England," chap. VIII, in Warner, "Landmarks in English Industrial History," chaps. XV and XVI, and in Webster, "History of Commerce"; chap. XXI, Gibbons, "Industry in England," chaps. XX, XXV, and Cunningham, "Growth of English Industry," vol. II, pp. 494-583, vol. III, pp. 609-689, contain a more detailed and a more philosophic treatment of the subject than can be found in any of the smaller works. Cunningham's chapters on the Industrial Revolution are also published in a separate volume. Each author has summarized his conclusions in a smaller work: Gibbons, "Industrial History of England," pp. 143-175 and Cunningham, "Western Civilization in its Economic Aspects," vol. II, pp. 225-251. See also Ogg, "Social Progress in contemporary Europe," chap. VI, VIII; Hobson, "Evolution of

Modern Capitalism," chaps. II. and III., contains much interesting material, but it is difficult for any but a mature student to understand. Two special books—Toynbee, "Industrial Revolution," and Beard, "Industrial Revolution"—are devoted exclusively to this subject, but neither is to be recommended for ordinary class use. Good accounts of the Industrial Revolution can also be found in Lecky, "History of England in the XVIIIth Century," vol. VI, chap. 23, and in Robertson, "England Under the Hanoverians," chap. IV. Robertson's exposition of the relation of the Industrial Revolution to the French wars is especially clear. For this last phase of the subject the teacher is recommended to use Mahan, "Influence of the Sea Power on the French Revolution and Empire," chaps. XVII and XVIII, and Rose, "Napoleon and English Commerce," in the "English Historical Review," vol. VIII, p. 704 ff. Finally, the student will find that a few hours reading in Defoe, "Tour Thro' Great Britain," and Arthur Young, "Travels in England" will help him more than anything else to understand the changes in agricultural and industrial conditions which took place in England in the eighteenth century. A very simple account, written for young people, is given in Part IV of Allsopp, "Introduction to English Industrial History." W. H. Dooley's "Textiles" is an excellent account, simply written and fully illustrated, of textile processes.

Suggestions for Celebration of Peace Day

BY CHARITY DYE AND J. R. H. MOORE, OF INDIANAPOLIS.

The following suggestions were prepared by Miss Dye and Mr. Moore and published by the Indiana State Department of Instruction for the use of the schools of the State.—EDITOR.

I. MATERIAL SUGGESTED FOR YOUNGER STUDENTS.

- a. Whittier—The Worship of Nature.
- b. Scott—Breathes There a Man.
- c. Lincoln—Gettysburg Address.
- d. Lowell—Yussouf.
- e. Longfellow—The Arsenal at Springfield.
- f. Longfellow—Birds of Killingworth.
- g. An Account of the School Peace League.
- h. The Peace Palaces.
- i. The Story of the Statue of Christ on the Andes.

(See also songs, written work, debates and dramatization.)

II. MATERIAL SUGGESTED FOR OLDER STUDENTS.

- a. Whittier—Disarmament.
- b. T. B. Read—The Brave at Home.
- c. Emma Lazarus—The New Colossus.
- d. The Planting of a Peace Colony in Pennsylvania.
- e. Lincoln—Second Inaugural.
- f. W. H. Thompson—High Tide at Gettysburg.
- g. Sumner—The True Grandeur of Nations.
- h. F. S. Osgood—Labor is Worship.
- i. Longfellow—The Arsenal at Springfield.
- j. Lowell—O Beautiful My Country (In Com. Ode).
- k. Curtis—Through Gettysburg to a Grand Union.
- l. Tolstoi—Story of the Long Exile.
- m. The Meaning of the Peace Movement.
- n. Peace Conferences at the Hague.
- o. Peace Conferences in the United States.
- p. Later Utterances on Peace.
- q. Lowell—Patriotic Selections from the Bigelow Papers.

(See also under Debates, Music, Composition, Dramatization).

III. SUGGESTIONS FOR WRITTEN WORK IN CONNECTION WITH PEACE DAY.

Every child should have free opportunity for expressing himself from some point of view in order that the exercise may be of educational value, and that an interest in the subject may be created.

a. Composition:

1. The Meaning of the Peace Movement.
2. The History of the Peace Movement.
3. Those who have aided in the Peace Movement:
 1. Ginn (International School of Peace).
 2. Nobel (Peace Prizes).
 3. Carnegie (The Peace Palaces).
4. The Heroes of Peace:
 - Men.
 - Women.
5. Heroes of Peace compared with Heroes of War.
6. Some of the Literature of the Peace Movement.
7. The Relation Between Peace and National Prosperity.
8. The Immense Cost of being ready for War.
9. Moral Courage as compared with Physical Courage.
10. The results of the Hague Conferences.
11. The United States as a leading advocate in International Conciliation.
12. The Movement for Conciliation in the United States.
13. Reciprocity Treaties.
14. The present Peace Movement.
15. The Present Treaties with Great Britain and France.

IV. PRESENTATION OF DRAMATIZED SCENES WORKED OUT BY THE SCHOOL.

- a. The Treaty between William Penn and the Indians.
- b. John Eliot and his Bible for the Indians.
- c. Clara Barton and the Red Cross Movement.
- d. Grant and Lee at Appomattox.
- e. The Mohonk Conference.
- f. Scene from Birds of Killingworth (Longfellow).

V. SUGGESTIONS FOR DEBATE.

- a. Resolved: That disarmament is possible and advisable.
- b. Resolved: That the immense cost of being ready for war is not a justified expense.
- c. Resolved: That history shows the results of war to be evil rather than good.
- d. Resolved: That the United States could have freed the slaves without war.
- e. Democracy vs. Monarchy for the preservation of peace.
- f. Resolved: That peace develops the highest courage better than war develops it.

VI. BOOKS SUGGESTED AS SOURCES OF INFORMATION.

- a. Addams, Jane—The Newer Ideals of Peace.
- b. Angell, Norman—The Great Illusion.
- c. Bloch—The Future of War.
- d. Boyle—The History of Peace.
- e. Buell—William Penn.
- f. Channing—Discourses on War.
- g. Chittenden, M. A.—War or Peace.
- h. Collection called Arbiter in Council (MacMillan).
- i. Fisher—The True William Penn.
- j. Hull—The Two Hague Conferences.
- k. Janney—Life of William Penn.
- l. Jordan—The Blood of the Nations.
- m. Marden—Peace, Power and Plenty.
- n. Mead—The Literature of the Peace Movement.
- o. Perris—Short History of War and Peace.
- p. Scott—The Text of the Peace Conferences at The Hague.
- q. Stilwell—Universal Peace.
- r. Sumner—Addresses on War.
- s. von Suttner—Lay Down Your Arms.
- t. Walsh—The Moral Damage of War.

VII. PAMPHLETS SUGGESTED.

- a. Tolstoi—Bethink Yourselves.
- b. A League of Peace.
- c. L. A. Mead—Patriotism and the New Internationalism.
- d. E. D. Mead—Heroes of Peace.
- e. F. F. Andrews—The School Peace League.

(These and numerous others may be obtained by writing to the addresses given under "Societies that Furnish Information.")

VIII. SELECTIONS FROM THE BIBLE.

- a. Psalm 72.
- b. Psalm 85.
- c. Psalm 125.
- d. Psalm 128.
- e. Psalm 147.
- f. Is. 9:1-7.
- g. Is. 40.
- h. John 14: 12-31.
- i. Rom. 12: 16-21.

IX. Music.

- a. Instrumental:
 1. Largo (Handel).
 2. Pastoral Symphony (from the Messiah).
 3. Spring Song (Mendelssohn).
 4. Songs without words (Mendelssohn).

b. Vocal:

1. "Comfort Ye" (from the Messiah).
2. Recessional (Kipling).
3. Angel of Peace (Holmes).
4. Ring out a Slowly Dying Cause (Tennyson).
5. These Things Shall Be (Symonds).
6. Centennial Hymn (Whittier).
7. Far are the Mountain Peaks from Me (Florence Earl Coates).
8. The Dawn of Peace.
9. Glory to God in the Highest.
10. Song of the Twentieth Century (Elizabeth Lloyd).
11. Hymn for Universal Peace (Evelyn Leeds Cole).
12. Disarm—the World's Peace Song.

X. MAGAZINES SUGGESTED.

- a. World's Work.
- b. The World To-day.
- c. The Review of Reviews.
- d. The Literary Digest.
- e. The Outlook.

XI. SOCIETIES THAT FURNISH INFORMATION.

- a. The American Association for International Conciliation. Sub-station 84, 407 W. 117th St., New York, N. Y.
- b. The International Library, 29A Beacon St., Boston, Mass.
- c. The School Peace League, 405 Marlborough St., Boston, Mass.
- d. The American Peace Society, 313 Colorado Building, Washington, D. C.
- e. The New York Peace Society, 507 Fifth Ave., New York, N. Y.
- f. Mohonk Conference of International Arbitration, Mohonk Lake, Ulster County, N. Y.
- g. Association of Cosmopolitan Clubs, Wisconsin University, Madison, Wis.
- h. The American Institute of Instruction, Bellows Falls, N. Y.
- i. The Pennsylvania Peace Society, Philadelphia, Pa.
- j. Universal Peace Union, 1805 Arch St., Philadelphia, Pa.

(These societies send lists of their publications free. The price of the publications varies from two to ten cents for the pamphlets; sixty cents and up for bound books.)

THE PEACE MOVEMENT.

"The Promotion of Peace," is the title of a recent bulletin (number 12, of 1913), of the United States Bureau of Education, compiled by Fannie Fern Andrews, Secretary of the American School Peace League.

The pamphlet contains suggestions for the observance of Peace Day in schools, and a list of agencies and associations for the promotion of peace.

Teachers of history and other persons interested in the peace movement, will find in this pamphlet a great deal of valuable material. There are several extracts from recent notable addresses upon the subject of peace. Statistics are given, showing the cost of war, the progress of international arbitration treaties, and the work of arbitration tribunals.

A directory of international organizations for peace is included, and ten pages are devoted to poetical and prose selections for use on Peace Day. The pamphlet closes with a valuable bibliography of the subject.

Social Science in Secondary Schools

PRELIMINARY REPORT OF COMMITTEE OF NATIONAL EDUCATION ASSOCIATION.

The following report was drafted by a Committee of the National Education Association and discussed at the Superintendents' Meeting of the Association in Philadelphia, February 28, 1913. It is but a tentative proposal. The members of the Committee will be glad to receive suggestions and criticisms of the plan. Correspondence respecting it may be had with Dr. Thomas Jesse Jones, Bureau of Education, Washington, D. C., or Dr. J. Lynn Barnard, of the School of Pedagogy, Philadelphia. The editors of the MAGAZINE will be glad to print pertinent comments on the plan received from actual teachers of history.—EDITOR.

The aim of social science in secondary schools should be to cultivate an appreciation of social opportunities and social responsibilities and to give training in social activity.

In the realization of this aim there must be close relation of social studies with the following school activities:

Administration and discipline; school activities; athletics; *related* studies such as biology, hygiene; commercial courses; domestic arts; and vocational subjects; *co-operating* subjects like English; all subjects and activities relating to the social life of mankind.

I. Social Institutions:

An introduction to social thought and social activity. The subject matter for this introductory course is to be found largely in two fields:

1. Community Study, including such elements as health recreation; transportation and roads; water, electricity and gas; material resources; schools, public and private charities; law, order and correctional institutions.

2. The Survey of Vocations with special reference to the present and future usefulness of the pupils.

These two topics are to be treated from the point of view of economics, civics and history. In addition, we believe that even in the first year some time should be given to an introductory study of the principles of economics and civics and to a limited number of historical events selected for their social significance.

II. History:

It is suggested that the historical events be selected with due regard to

1. Their significance, as illustrations or statements of the social force or conditions that have made or destroyed the great historical civilizations.

2. Their significance, as illustrations or statements of the social forces or conditions that have aided or retarded the civilization of which the pupil is a part.

1. European History.

Ancient and mediaeval history should be regarded largely as introductory to the more careful study of Western Europe in the modern period.

English history, though receiving special emphasis, should not be given as a separate course.

Likewise, American history to 1800 should be treated as a part of English-European history.

2. American History, 1760-1913.

In accordance with the social motive, special attention is to be given to the social and industrial development of America.

3. Contemporary History:

A survey of the great contemporary civilizations.

III. Social Theory and Practice.

1. Economic Theory and Practice.

2. Civic Theory and Practice.

The aim of Social Theory and Practice is to summarize the results and observations of the student's community research and historical study, to relate them to the accepted principles of social thought, and to guide the pupil into a constructive attitude toward the social problems and conditions of his community.

Economic Theory and Practice are given a prominence over other phases of social thought primarily because the science of economics is better organized than the others.

Civic Theory and Practice are intended to cover the phases of social thought not included under economics.

The term *civics* is here used not only to include governmental activities for the public welfare and discussed in such books as Bryce's "American Commonwealth" and Wilson's "State," but also the practical truths of sociology and social reform in so far as these can be presented to the pupil of the secondary grade.

Fourth Year Schedule.

First year: Social Institutions: An introduction to social thought and activity.

Second year: European History.

Third year: American History and Contemporaneous History.

Fourth year: Economics (first half); Civics (second half).

Three Year Schedule.

First year: Social Institutions: An introduction to social thought and activity.

Second year: American History and Contemporary History.

Third year: Economics (first half); Civics (second half).

Minimum Schedule.

First year: Social Institutions: An introduction to social thought and activity.

Second year: American History and Contemporary History.

Committee on Social Science in Secondary Schools.

Dr. Thomas Jesse Jones, U. S. Bureau of Education, Washington, D. C., Chairman; William Anthony Aery, Hampton, Va., Secretary; Prof. J. Lynn Barnard, School of Pedagogy, Broad and Green Streets, Phila., Pa.; Mr. F. L. Boyden, Principal of Academy, Deerfield, Mass.; Prof. E. C. Branson, State Normal School, Athens, Ga.; Dr. Henry R. Burch, Manual Training High School, Phila., Pa.; Prof. Alexander E. Chance, Massachusetts Agricultural College, Amherst, Mass.; Miss Jesse Evans, Department of History, William Penn High School, Phila., Pa.; Mr. F. P. Goodwin, Woodward High School, Cincinnati, Ohio; Dr. William T. Morrey, 535 West 111th Street, New York City (school address, Bushwick High School, Brooklyn); A. L. Pugh, High School of Commerce, 155 West 65th Street, New York City; W. A. Wheatley, Supt. of Schools, Middletown, Conn.; Prof. W. A. Mace, Syracuse University, Syracuse, N. Y.

Professor James F. Willard has published in Volume X, number one, of the "University of Colorado Studies," a paper entitled, "The Early Days of the University of Colorado," in which he traces back the history of the University to an act passed by the First Territorial Legislature of Colorado.

The Study of Economics in High Schools

The following is a tentative report upon the subject by a sub-committee of the History Teachers' Association of the Middle States and Maryland presented at the Syracuse meeting of the Association, on April 19th.—EDITOR.

The study of that phase of economics usually referred to as "Production" should constitute the major part of an elementary course in Economics for high school students. While consumption, exchange, distribution and economic programs should each be given proper emphasis, it is clear that, because of its essentially concrete and objective character, the subject of production forms the natural basis of an introductory course in economics. It is equally obvious that distribution, because so theoretical and abstract, is least adapted to the minds and needs of high school students. To the beginner, therefore, the study of those factors that enter particularly into production, as well as a survey of the productive system of the United States, constitute a natural basis for the student's introduction to the more advanced and theoretical phases of the subject. The term "production" as here used includes: (1) the usual factors in production; viz., land, labor and capital; and (2) the present productive organization of industry in the United States.

The factors in production should be treated as living realities, and not as worn-out formulas of economic theorists. The concepts of land, labor and capital should be vitalized by constant reference to the part they play in national life. Under "land" should be treated such questions as the agricultural, mineral and water resources of the United States, while proper references should be made at appropriate points to the problems of conservation, irrigation and reclamation. Similarly, in a discussion of "labor," such concrete topics as immigration, child labor, women workers, industrial risks and accidents should be carefully treated. Under the discussion of "capital" should be included, in addition to the necessary theoretical discussion of the subject, the explanation of related concrete problems such as banks, corporations, trusts and the effects of increased capital on social happiness. Everywhere the attempt should be made to have the student comprehend the actual working out of economic forces.

This general study of the factors in production should be followed by a more careful analysis of the productive system of the United States. Here we have the opportunity of tracing the development of American civilization along agricultural, industrial and commercial lines. The present status of American agriculture with its tremendous possibilities of future development, by means of proper soil conservation and development of agricultural science should be clearly grasped by the pupil. The great industrial structure that has been built up by means of inventions, large scale production, trust organization and labor co-operation should be boldly outlined for the student. Finally, the pupil should be given a vivid picture of the wonderful advance made by the nation in transportation facilities and the attempts made to keep the activities of corporations within the control of the government.

Throughout the entire discussion of this subject of production everything should be made live, concrete and American in treatment. Concrete economic problems—such as those of trusts, labor or railroads—should be taken up wherever possible in connection with that particular factor of production or phase of economics to which it is most closely related. A subject like trusts, for example,

could very well be treated under the caption of "business organization," which would form a natural part of the study of the productive system of the United States. The development of the trust from the early forms of business organization through the corporation to the holding company could be described and followed by a more careful study of the details of trust organization. Its advantages and disadvantages should be pointed out and the efforts of the government to regulate its activities described. If time permitted (as might be the case in a School of Commerce, where a year instead of a term is devoted to the study of economics) the problem could be studied more thoroughly by investigating the actual workings of some particularly well known organization, such as the United States Steel Corporation or the old Standard Oil Company of New Jersey.

In presenting the other phases of economics to high school students, the same general treatment should be observed. Every effort should be made to have the pupil realize that a study of economics means an investigation and comprehension of the industrial world of which he is a part. In the discussion of "consumption," for example, emphasis should be laid not so much upon the law of utility (although this should be properly explained and comprehended) as upon standards of living, wages, and differences in cost of living. So, too, in discussing that part of economics known as "exchange," the high school student is not so much interested in the abstract laws of value and price as in the more striking effect of monopoly on price, or the actual functions of money and credit, or the operations of the modern promoter and financier.

In discussing the distribution of wealth, theory must necessarily play an important part. Even here, however, theories may be made real and vital. Constant applications of the theories of rent, interest, profit and wages are absolutely essential to their proper comprehension by the student of high school age. The statement of these theories should be made so simple and illustrations of their working out should be so frequently introduced as to dispel the atmosphere of academic theory. Diagrams, examples from the business world, illustrations from every-day life and every other possible means must be employed to bring about this desired result.

In concluding a study of elementary economics, it would seem well to acquaint the pupil with some of the more important programs of economic reform that are at present engaging the attention of social workers. After having grasped the more important principles of economics and having become acquainted with the general nature and purpose of the science, the student is in a position to see just what social workers, single taxers, socialists, organized labor advocates and government regulation enthusiasts are trying to accomplish. The ideal of individual and social welfare will in this manner be deeply impressed upon his mind and serve as an inspiration for his future life work.

HENRY R. BURCH

The Harvard University press published in April, volume XVIII in the Harvard Historical Studies, "The Government of the Ottoman Empire in the Time of Suleiman, the Magnificent," by Doctor A. H. Lybyer, Assistant Professor of European History in Oberlin College. This work is a study of the organization of the Ottoman Turks in the period of their greatest power and prestige.

Reports from the Historical Field

WALTER H. CUSHING, EDITOR.

NOTES.

The last of the Godkin Lectures for 1912-13, which are being given by Mr. Herbert Croly of Winsor, Vermont, will be given on Friday, May second. The subject is "The Mechanism of Popular Representation." This lecture will begin at 8.00 p.m., in Emerson J, Harvard University, and is open to the public.

Doctor Edmund E. Day, of Harvard University, has been advanced to the rank of Assistant Professor of Economics.

The Fogg Art Museum of Harvard University is again loaning sets of slides, illustrating Greek and Roman art, to the schools of Massachusetts.

J. Warren Gibbs, instructor in History in Central High School, Newark, New Jersey, has recently compiled a Chronological History Chart (published by Atkinson, Mentzer, and Co., Chicago), designed to accompany all courses in high school history. There are three main sections: 1. From the dawn of History to the Christian Era; 2. From the Christian era to the close of the reign of Louis XIV; 3. From 1715 to the present. Events in the history of the leading nations are arranged in parallel columns so that one can tell at a glance what was happening throughout the world at any given date. Other leading features of the chart are: chief events indicated in heavy type; a workable scheme for the development of political parties in the United States; and a separate column in which has been placed events leading directly or indirectly to world uplift.

NEW ENGLAND ASSOCIATION.

Plans are under way to hold the annual spring meeting on Friday and Saturday, May 23 and 24. The session of Friday will be held in the Old South Meeting House, Boston. The speakers will include Mr. W. F. Gordy, formerly superintendent of schools of Springfield, a former president of the New England Association and a well known writer on History, whose topic will be "The Place and Value of Local History." Miss Lotta A. Clark of the Charlestown High School, Boston, a recognized expert on Pageantry, will speak on "Pageants and Local History."

The Friday session will begin at eight o'clock in the evening, and members will have an opportunity to view the historical collection before the meeting.

On Saturday, May 24, the members and their friends will accompany the Old South Historical Society on its annual pilgrimage, which will probably be to Salem and Danvers. Arrangements will be made for special electric cars and for dinner at Salem or Danvers for members of the Association.

KANSAS ASSOCIATION.

The Kansas History Teachers' Association held a special spring meeting at Lawrence, on March 15th, in connection with the annual High School Conference. The program consisted of papers by Professor J. D. Steeper, Principal of the Abilene High School, Professor Carl L. Becker of the State University, and Professor Peloguius Williams of the State Normal School.

On account of bad weather the attendance was small, but the meeting is counted the best in the history of the organization.

SOUTH DAKOTA ASSOCIATION.

The next meeting of the Association will be held at Sioux Falls. The Association has already held three meetings since its organization, and the membership is increasing very rapidly. At the last meeting, held at Mitchell, there was a large attendance of the history teachers of the high schools and colleges of the state. The meeting considered three topics, in the discussion of which a large number entered. The topics were first, the equipment of the history teachers; second, the place of history in the high schools; and third, the use of pictures in teaching history.

The leaders of the discussion were Professor Carl Christophelsmeier, Professor W. L. Shuppert, of Yankton College, and Miss Anna Emerson. All of the teachers manifested a lively interest in upholding a high standard of teaching history, and agreed thoroughly in the good results of the state meetings of history teachers. A large attendance is expected at the meeting in Sioux Falls.

The officers of the Association are, President, Professor Carl Christophelsmeier; Vice-President, Professor W. L. Shuppert; Secretary, Miss Anna Emerson.

NEW YORK CONFERENCE.

The New York Conference of History Teachers will meet on Saturday, May 17th, at the Audience Hall of the Metropolitan Museum of Art. The principal speaker will be Professor Marshall S. Brown of New York University.

NEW COURSE OF STUDY.

The City of Yonkers, New York, has organized a four year course of school work, which is designed to give a direct preparation for industrial life. The work commences upon the completion of the course of study of the first six grades.

The first two years' work of the four year course are devoted to "Vocational Training" and the last two to "Trade Education." History teachers will be interested in the character of the courses in History inserted into this curriculum. The History required consists of a study of the Development of Mechanical Arts, Primitive Methods, Domestic System of Labor, Factory System, the Influence of Inventions, and the Development of Manufacturing and Distributing Systems.

THE ENGLISH HISTORICAL ASSOCIATION.

Leaflet number 31, of the Historical Association, issued March 1913, contains a report of the proceedings of the seventh annual meeting, held at the University of London, on Friday and Saturday, January 10-11, 1913. At the business meeting two resolutions of possible interest to American teachers were passed. One resolution is to the effect "that it is desirable that the Association should undertake the publication of original documents (translated where necessary into modern English) on separate sheets for use in schools." The other resolution is "that it is desirable that the Council should collect photographs and lantern slides for the use of members."

Mr. Spencer Wilkinson, Chichele Professor of Military History, Oxford, gave an interesting address on "Some Lessons of the War in the Balkans." At the session on Saturday morning, Mr. G. G. Coulton read, before a crowded audience, a paper on "The Standardization of History Teaching." As this paper provoked considerable discussion, a few extracts may be of interest. In arguing for greater simplicity in education, the speaker said: "Take any dozen of admittedly educated Englishmen brought together by chance from different corners of the country, as we meet them in railway trains or in a hotel. They are mature citizens, doing good work in the world, and their education enables them to make the best use of their daily practical experience. Gauge this education patiently, estimate roughly what each man knows. Each individual knows a great deal; and, of course, the aggregate of their knowledge is far greater still. But then go on to look at this from the exactly opposite point of view, and calculate, not the aggregate, but the *greatest common measure* of the knowledge of these twelve men. How much is there that *all* know alike, and that each can quote with the absolute certainty of a response from the other minds? . . . And yet here are a dozen men to whom nobody will deny the title of *educated*. Why, then, must we necessarily aim at providing a dozen schoolboys with a greater common measure of education than we find among a dozen confessedly educated men? . . . Everywhere the unessential Much is a deadly enemy to the essential Little. . . . I firmly believe that, by careful selection and standardization, we could instil what, for want of a better term, I must still call the present existing G.C.M. of knowledge in far less than half of our present school hours, or even in less than a quarter, if only we would face the facts. Let us, however, call it half, and let us plan to divide the school hours into two parallel sets of *compulsory* and of *voluntary* work. In the compulsory hour (or rather, three-quarters of an hour, I suppose, or even half an hour) we are doing arithmetic, let us say, or history. This compulsory task must be limited to that which nearly all our pupils can thoroughly master in the allotted time. If it is the multiplication table, none leaves the room in doubt between fifty-four and fifty-six; if elementary history, none leaves until he not only knows clearly the half-dozen salient facts and the couple of dates which form the essential part of to-day's teaching, but can also give an equally accurate account of the last history lesson; and so on for all the other subjects of our curriculum. Then, after the compulsory, follow a series of what I have called *voluntary* lessons. The pupil has now worked at that which we put before him as essential, in a way which will have taught him the meaning of the two words, *duty* and *accuracy*, if it has taught him nothing else, and he now passes on to specialize very much at his own choice. We might perhaps compel him to specialize in two or three subjects but personally, I should see no harm in allowing him to choose one only, a single first-rate subject, if he is a boy of real character. Certainly, I would allow him to choose a great deal of manual work, such as carpentry or practical science. And I am convinced that, in the case of most boys, this choice of their own subjects for half their school time would mean intellectual salvation. . . .

"In the first place, there must be a definite and official syllabus, drawn up by some body of sufficient authority to secure its general recognition throughout the country. We must know roughly how much English history, European history, and World history we are expected to teach. The syllabus will, of course, be graded. Perhaps it might

strictly be called rather a collection of syllabuses than a single syllabus, but we do need something definite enough for each master to be able to say: 'I deal with boys of such-and-such a grade, and I need only turn to the corresponding page of the official syllabus to find my ideals and my limitations pretty clearly marked out.' . . . Ought we not to recognize that (as I have said) a great part of historical learning may be bolted? It has been scientifically worked out, and may be trusted almost as implicitly in its results, as the multiplication table. Of this kind are not only dates, maps and so on, but even to a certain extent the characters of great men and the contributory causes of great movements. There are many things in history that nobody ought to be in doubt about, as no man ought to doubt whether seven eights are fifty-four or fifty-six. And, even under present circumstances, if only we would set up a clear standard in our own minds, we could turn out the average schoolboy in a state of nearly absolute certainty as to these things. The main necessity is to recognize that these hard facts from a mental pabulum quite different from the rest of history, and to 'ram them in,' as the late W. H. Eve's friend said of the French irregular verbs. . . .

"As I conceive it, then, we must have a definite and rigid skeleton of historical knowledge—by this time I must desert my earlier metaphor. All reformers are agreed, I suppose, that we must begin our teaching with prehistoric times, and spread it over the whole world. An admirable syllabus could probably be made even out of existing books; if not, a committee could easily get them written. The late S. R. Gardiner's little Outline of English History, Creighton's shilling Roman History, with two, or at most three, similar volumes, would be quite enough. But, to effect this end, we must standardize. We must make up our minds what are the essential facts; and, if no existing set of books presents these, we must get a set written. . . . Side by side with our memory work, we could work through the same period with a book like Green's Short History. Moreover, we could even approach history through the literature of the period—as Mr. Stanley Leathes suggests in an admirable article in the December Nineteenth Century, with which I wish I had time to deal here. And we could, even with the short hours at our disposal under present conditions, suffer no boy to leave school without having studied and compared sources, if only on the smallest scale, for himself. While we are in the Middle Ages, we can read Chaucer's *Knight's Tale* and a few chapters of Malory, side by side with similar selections from Lord Berners' *Froissart*. From these materials, with but very little Socratic questioning, we can show what was the theory of chivalry, what was its practice, what was the political and what the social significance of feudalism. . . .

Professor Pollard (in the chair) opening the discussion, complimented Mr. Coulton on the clearness, wit and humour of his paper, but asked how standardizing differed from stereotyping? "In teaching history we are dealing with human people and human affairs, and you cannot standardize anything that is really human." The danger of mere learning by heart was a serious one. In conclusion Professor Pollard said: "I quite agree with what Mr. Coulton said on specialization. It would be an admirable thing in a school time-table for provision to be made for one hour in which each child might study whatever subject he or she may prefer. In that way you would find out what subject particularly interested a child, and I do believe, though I cannot explain it, that the desire to do a certain thing creates the capacity to do it."

MISSISSIPPI VALLEY ASSOCIATION.

The following is the programme of the Sixth Annual Meeting of the Mississippi Valley Historical Association and the Teachers' Section, including joint sessions with the Nebraska State Historical Society and the Nebraska History Teachers' Association; to be held at Omaha, Nebraska, May 8-10, 1913, at the invitation of the Commercial Club of Omaha:

Thursday, May eighth, at 2.30 p.m., in the Lecture Room, High School Building.—Joint session of the Mississippi Valley Historical Association and the Nebraska State Historical Society, General John Lee Webster, presiding. Economic Factors in the Acquisition of Louisiana, by Assistant Professor, Louis Pelzer, State University of Iowa; Lost Land Marks, by Henry W. Yates, Esq., Omaha, Neb.; Economic Basis of the Greenback Movement, by Professor Clyde O. Ruggles, State Normal School, Winona, Minn.; Asa Whitney: Father of Pacific Railroads, by Nelson H. Loomis, Esq., Omaha, Neb.; A Forgotten Phase of the New England Opposition to the War of 1812, by Professor Frank Maloy Anderson, University of Minnesota.

Thursday, May eighth, at 8.00 p.m., in the Lecture Room, High School Building.—Annual Address of the President of the Mississippi Valley Historical Association. At the meeting of the trails: the romance of a Parish Register, by Dr. Reuben Gold Thwaites, Wisconsin Historical Society.

Friday, May ninth, at 9.30 a.m., in the Lecture Room, High School Building.—The West during the Last Years of the Revolution, by Professor James A. James, Northwestern University; Nativism in the Mississippi Valley, by Dr. Arthur Charles Cole, University of Illinois; The Indian Policy of British Columbia, by Professor William J. Trimble, Agricultural College, N. D.; The Black Code in Missouri, by Professor Eugene M. Violette, State Normal

School, Kirksville, Mo.; The Aboriginal Geography of the Nebraska Country, by Professor Melvin R. Gilmore, Nebraska State Historical Society.

Friday, May ninth, at 2.30 p.m., in the Lecture Room, High School Building.—Annual Business Meeting of the Mississippi Valley Historical Association. Report of the Secretary-Treasurer. Reports of Standing Committees. Reports of Special Committees. Committee on Historic Sites. Committee on the Certification of High-School Teachers of History. Miscellaneous Business. Election of Officers. Paper: Earthquakes in Missouri, Especially that at New Madrid in 1911, by Francis A. Sampson, Esq., State Historical Society of Missouri.

Friday, May ninth, at 6.30 p.m.—Banquet tendered to the Mississippi Valley Historical Association by the Omaha Commercial Club. (Members intending to be present at this banquet should register with the Secretary, Mr. Clarence S. Paine, immediately upon arrival at Omaha. Details as to time and place will be announced from the platform.)

Saturday, May tenth, at 8.30 a.m., in the High School Building.—Annual Business Meeting of the Nebraska History Teachers' Association.

Saturday, May tenth, at 9.30 a.m.—Joint session of the Teachers' Section of the Mississippi Valley Historical Association (Professor Albert H. Sanford, Chairman), and the Nebraska History Teachers' Association (Mrs. Ada I. Atkinson, Chairman). A Course in Current History, Professor E. L. Hendricks, Warrensburg, Mo.; A Course in History for the Grades, Miss Mattie Allen, Lincoln High School, Nebraska; Present Day English Revolutionary Movements, Professor Henry W. Caldwell, University of Nebraska; An Inspector's Observation of High-School History Teaching, Professor F. C. Ensign, State University of Iowa; Discussion—B. S. Asquith, Council Bluffs High School, Miss Anne S. Grumman, Brownell Hall, Omaha.

Bibliography of History and Civics

PREPARED BY A COMMITTEE OF THE MISSISSIPPI VALLEY HISTORICAL ASSOCIATION,
WAYLAND J. CHASE, UNIVERSITY OF WISCONSIN, CHAIRMAN.

OGG, FREDERICK AUSTIN. The Governments of Europe. New York: The Macmillan Co. Pp. xiv, 668. \$3.00 net.

For many years there has been no good book in English giving an up-to-date description of modern European governments. Wilson's "The State" and Lowell's "Governments and Parties" will now be very largely superseded by the present work. The author gives sufficient details to provide "wide opportunity for the comparative study of political institutions" by including descriptions of the governments of minor countries as well as those of the great states. An excellent historical resumé precedes the description of each country's government. The chief political parties and the main issues are also treated and local administration as well as the central government is described.

The author has wisely begun with Great Britain, to which he devotes one hundred ninety-two pages. Then follow Germany and France treated in ninety-four and sixty-two pages respectively. Thus considerably more than half the volume is taken up by the three greatest states of western Europe. In the remainder of the book follow Italy, Switzerland, Austria-Hungary, The Low Countries, Scandinavia, and the Iberian States.

The author planned this volume to be used primarily as a text-book for college and university students, but it will

prove of great interest and value to the general reader. Among such an enormous mass of details, a few errors may have crept in; but the book as a whole is a work of very thorough scholarship. Of necessity it is very factual, but one with historical or political interests will surely find it an interesting and useful work of reference. For high school pupils it will be rather detailed for extensive reading. But there is now a strong and very commendable tendency to emphasize the modern part of European History, and for this good material on the governments of Great Britain, Germany, and France is extremely important. The present work is unquestionably the best of its kind and should therefore find a place on the shelves of all good public libraries and those of the better high schools.

CLARENCE PERKINS.

BRUCE, H. ADDINGTON. Woman in the Making of America. Boston, Little, Brown & Co. Pp. x, 257. \$1.50.

Quoting de Tocqueville, who in 1831 ascribed the prosperity and growing strength of the American people, mainly to the superiority of their women, the author sketches the varied contributions made to our civilization by the women of both the earlier and the later colonial periods, of the revolutionary time, of the days of the westward advance, during the struggle over slavery, in the civil war and in the times since then. The list of heroines of these interesting chapters is necessarily incomplete, but

it is long, nevertheless, and presents abundant reasons for pride in such as Hannah Dustin, whom the perils of Indian warfare even could not daunt, or the Quakeress, Mary Dyer, who went steadfast to her martyr's death on Boston Common. Especially interesting are the last three chapters which describe the services of abolitionists like the Grimké sisters, of army nurses like Dorothea Dix and "Mother" Bickerdyke in the north and Sallie Chapman Law in the south, and of more recent leaders in humanitarian service like Julia Ward Howe and Francis E. Willard. Here are many inspiring deeds inspiring narrated, and a first rate book for high school supplementary reading is the result.

WAYLAND J. CHASE

COPP, ELBRIDGE J. *Reminiscences of the War of the Rebellion, 1861-5.* Nashua, N. H., The Telegraph Publishing Co. Pp. 536. \$2.50.

The author enlisted in a company of the New Hampshire Volunteers at the outbreak of the Civil War, when he was but sixteen years old and in the second year of the high school. For three years he experienced at the front the various vicissitudes of service and progressed by several promotions to the office of adjutant of his regiment. The scene of this service extended from Washington to Florida, centering about Charleston. Wounded at the outer defences of Richmond, he had hospital experiences at the Chesapeake Hospital at Hampton, and having returned to the front was seriously wounded at the battle of Big Bottom in April, 1864. This ended his active service, but as a convalescent he was in Washington at the time of the review of the Union forces after the surrender of Lee and Johnston and describes what he saw there.

His narrative is chatty and interesting and contains more than the usual amount of information about military procedure in camp and on the march, and the details of the soldier's life and duties. He deprecates the effort he sees in many histories of this war, to justify in any degree, the people of the south for bringing it on, characterizing the methods of the southern armies as "wicked beyond those of any other war of modern times." To General Lee, he denies both nobility of character and superior military ability, declaring that he was always out-generalled by Grant. The book's value is in the descriptions of a soldier's life, rather than in his judgments of men and motives.

WAYLAND J. CHASE.

PLUMMER, ALFRED. *The Continental Reformation in Germany, France, and Switzerland from the Birth of Luther to the Death of Calvin.* New York: Charles Scribner's Sons. Pp. xiii, 217. \$1.25 net.

This volume is based on four lectures delivered to the clergy at Oxford by the author in July, 1911. The first three lectures are each divided into two sections or chapters and the fourth into three. In his first two chapters, the author discusses very suggestively how we are to estimate the reformation and contrasts the Continental with the English reformation. The next two chapters are concerned with the renaissance and especially with Erasmus as a typical scholar of the time and his influence on the reformation. Thus eighty-three of the one hundred and ninety-one pages of subject-matter are taken. Next are treated Luther and the German reformation in fifty-five pages, and Zwingli and Calvin in thirty-eight, followed by a brief chapter of conclusions.

The volume is stimulating and suggestive throughout, but gives only a very general narrative. Its interesting

interpretation is its greatest strength and this makes it a very excellent little book for high school history teachers who have the narrative facts fairly well in mind. Only parts of it can be recommended for high school students' reading and then only for the more mature.

CLARENCE PERKINS.

NEWBERRY, PERCY E. and GARSTANG, JOHN. *A Short History of Ancient Egypt.* New York, E. P. Dutton & Co. Pp. 112. \$1.25.

The distinctive feature of this book is that it is based entirely upon the evidence of the monuments. In the preface the authors say that they have set aside many traditional views and have given many new opinions which are the result of prolonged consideration. It is a scholarly work which will be useful, not to high-school pupils but to teachers. To the latter the following topics will be of especial interest:

Description of the Country; Primitive Conditions; Early Burial Customs; Political and Social Conditions; Religion; Art; Literature.

The book is brought out in handsome form and its value is enhanced by four maps of Egypt at different periods and by twenty full-page illustrations of new discoveries.

VICTORIA A. ADAMS.

ORTH, SAMUEL P. *Socialism and Democracy in Europe.* New York, Henry Holt & Co. Pp. iv, 352. \$1.50 net.

In this book the author traces briefly the growth of the socialistic movement in France, Belgium, Germany and England, and attempts to show the relation of economic and political socialism to democracy. The first four chapters comprising seventy-four pages are general in character, and deal with the causes and evolution of socialistic theories and their results up to about 1871. Next come four longer chapters each dealing with the development and work of the socialist party in one of the four countries followed by a short chapter of conclusions and seventy-two pages of appendices containing bibliography and important documents and statistical tables.

The author's attitude is impartial and his book is a very useful compilation of facts. The brief space into which he has compressed the enormous amount of available material has allowed the author to give only very scanty treatment to several significant figures such as Edward Bernstein. It is unfortunate that he could not have extended this somewhat. The treatment is journalistic in character, and contains some curious errors such as the statement on page 237 that "the government promptly prorogued parliament and went before the people." This error is repeated on page 238. The narrative is brought up to date and contains a good summary of recent legislation for social betterment and the present status of the social democratic movement. The author shows clearly how socialism is evolving into a practical movement to better the condition of the proletariat by such measures as can be won, and that the new leaders are breaking away from the old-time dogmatism of Marx and his fellows.

The book is interesting and well worth the attention of American teachers and general readers. For the more mature high school students it will be valuable, but it is hardly suited for regular assigned reading in high school history courses.

CLARENCE PERKINS.

MASPERO, G. *Art in Egypt.* New York, Charles Scribner's Sons. Pp. 302. \$1.50.

The name of Maspero is enough to ensure the high scientific character of his book upon the nature and develop-

ment of Egyptian art. He has been located in Egypt for some years as Inspector General of the Service of Antiquities, with unsurpassed opportunities of study. Maspero is strongly opposed to the accepted belief in the uniformity of Egyptian art and emphasizes the succession of schools with their distinctive qualities. This is done, however, with the admirable restraint of the scholar who knows that the layman cannot be expected to trace, unaided, the subtle shades of treatment which distinguish the schools of the great periods. The impression of uniformity arises through the unwillingness of Egyptian artists to break with the old types and themes which were handed down to them.

The book will be stiff reading for ordinary boys and girls, although they may derive great profit from the 565 small, but excellent, cuts which fill its pages. There are, in addition, three full-page illustrations in color, which are beautiful examples of the printer's art. For teachers of ancient history or of art, the book has much value.

W. L. WESTERMANN.

WEIGALL, ARTHUR E. P. B. *The Treasury of Ancient Egypt*. Chicago, Rand, McNally & Co. Pp. xiii, 308. \$2.25.

Mr. Weigall, Inspector-General of Upper Egypt, Department of Antiquities, has formed into a delightful book five essays which have previously appeared in various English magazines, adding seven chapters which appear here for the first time. The result is 300 pages of unusually interesting reading upon Egyptian archaeology and ancient Egyptian life. It is filled with the enthusiasm of the field archaeologist who has spent years of affectionate work among the things which he describes. Upon a reliable background, developed in these years of observation and of protection of the Egyptian monuments, Mr. Weigall paints for us picture after picture out of ancient Egyptian life, in which he has tried to move imaginatively. This he has done with success.

One may smile at his claims for field work in archaeology, which he regards as a sort of panacea for many human ills and, more especially, for the weaknesses of the museum-bred Egyptologist. But it will be found that his enthusiasm, being sincere, is a fine and contagious one, and it is supported by an efficient knowledge of the subject. The language of the book is not "professorese," but good, virile English. In fine, this is a book which the tired teacher will read after a full day's work with pleasure and profit; and the student, young or old, will read it through without feeling that it is a task assigned and therefore to be done.

W. L. WESTERMANN.

WORDEN, J. L., S. D. GREENE AND H. A. RAMSAY. *The Monitor and the Merrimac*. New York, Harper & Brothers. Pp. xi, 73. 50 cents.

Apparently it seemed not possible to get in his own words the commander's story of the Monitor's achievement. So there is told here "the substance" of the story of the battle as recounted by Captain Worden and another officer of the Monitor at a reception given for the successful commander in Washington a few weeks after the event. There follows the account of the same engagement as told by Major Ramsay, Chief Engineer of the Merrimac. The concluding chapter describes the sinking of the Monitor in the words of an eye-witness, Rear Admiral Watson. These accounts constitute exceedingly vivid narrative which reveal splendidly the daring and the fortitude of the Americans who, on both sides of the conflict, bore "the brunt, not only of battle, but of a strange and terrible experiment."

WAYLAND J. CHASE.

BOOK NOTICES

Volume 9 of the "Proceedings of the American Political Science Association" (1912) has appeared. It contains an account of the meetings of the Association held at Boston and Cambridge, December 28 to 31, 1912, and the papers there presented.

Four papers discuss the questions of budgets—State and National. Two deal with the "Theory and Practice of the Suffrage." Others take up "Certain Retrogressive Policies of the Progressive Party"; "Some Aspects of the Vice-Presidency"; "The Democratization of Party Finances"; "The Belgian Situation"; and "Journalism and Public Opinion."

The American Book Company has published another volume in the Pioneer Series, by James Otis. The latest one is entitled "Martha of California," and deals with the incidents of a young girl on her way to California in 1851, and life in California after her arrival.

The books will prove interesting supplementary reading in the lower grades.

Under the title "The Economic Utilization of History and Other Economic Studies," Professor Henry W. Farnham, of Yale University (New Haven: Yale University Press. Pp. viii, 220; price, \$1.25 net), has gathered together a number of papers which have appeared at different times in magazines or in the proceedings of associations. The first three chapters deal with the general subject of the use which the economist can make of the facts of history in arriving at an explanation of economic facts or in proving and disproving economic theories. He urges throughout the more careful study of history by the economist as a means to arriving at economic truth.

The following nine chapters apply to certain fields of economic endeavor, the principals and scientific methods advocated in the first chapters. Three of these deal with the subject of "Labor Legislation." Under the title "Acatactactic Factors in Distribution" the author shows how many facts of the business world are to be explained, not upon a selfish but an altruistic basis.

Chapter ten continues this subject by an interesting study of the Zeiss establishment at Jena, in Germany, which Professor Farnham calls "A Socialist Business Enterprise." The essays are stimulating and furnish an interesting evidence of the close connection between History and the modern school of Economists.

The "American Historical Review" for April 1913, is mainly devoted to an account of the annual meeting of the American Historical Association held at Boston in December, 1912, and to papers which were read before the Association at that meeting. All of these papers have been previously referred to in the Magazine.

Professor J. W. Thompson's paper on "Investigation in Mediaeval History," and Professor W. E. Dodd's paper on "Investigation in American History," will prove stimulating to persons conducting research courses in those fields.

Dr. C. F. Adams' brilliant paper entitled "Wednesday, August 19, 1812, 6.30 p.m. The Birth of a World Power," is a delightful essay.

Henry Vignaud, in a brief paper entitled "Columbus, A Spaniard and a Jew" demolishes the recent attempt to claim Columbus as a Jew and as a Spaniard.

The documents printed contain a continuation of the correspondence of the Russian ministers in Washington, from December, 1822, to September, 1825.

The book reviews and notes, and news, occupying over one hundred pages of the "Review," are valuable, as usual.

The second number of the 1913 volume of *Vergangenheit und Gegenwart* maintains the high standard which has been set in the preceding issues of this journal.

Dr. Paul Wendland, of Göttingen, treats of the study of Demosthenes and his Time in Gymnasium courses, giving practical suggestions.

Dr. Viktor Paschinger, of Marburg, discusses the establishment of colonies in North America. He points out the causes for the failure of the Spanish colonies in North America and the elements of success in the English colonies. Among the latter causes he emphasizes the religious motives in colonization, showing that not only in the case of England, but of the Continental countries as well, many settlers came to the North American Continent to avoid persecution at home.

Dr. Bruno Hennig, of Berlin, and Mr. Theodore Franke, of Wurzen, discuss the method of presentation of the subject of Civics. The practical point discussed is the use to be made of History in the training of citizens. To what extent shall good citizenship be taught by formal works on Civics, and to what extent shall it be taught indirectly through the application of historic facts? This is a subject upon which much has been written in the German pedagogical literature.

The number contains the usual book reviews, extracts from pedagogical journals, and similar news for history teachers.

Six universities were established in Latin-American countries before the first one was established within the present limits of the United States, according to a recent bulletin of the United States Bureau of Education, edited by Dr. E. E. Brandon. These universities were those of Mexico (1551), Lima (1551), Santo Domingo (1558), Bogota (1572), Cordoba (1613), and Sucre (1623). The purpose in founding these institutions, as was the case in Harvard and Yale, was the teaching of theology. The professors were almost exclusively members of the priesthood. After the attainment of independence in the Spanish-American states, in the first quarter of the 19th century, another group of Latin-American universities sprang into existence, typifying the developing sense of nationalism, such as the University of Buenos Aires (1821), the University of Trujillo in Peru (1831), the University of Arequipa (1835), and the institution at Medellin in Columbia (1822).

A very interesting and stimulating comparison of the attitudes of Canada and the United States towards the Chinese is presented by Paul H. Clements, of the University of Pennsylvania, in "The Annals of the American Academy of Political and Social Science," for January. The United States suffers very decidedly by the comparison. When as a result of the September outrages, the property of Chinese in Canada was destroyed; an investigation was made and the sum of \$26,990 in damages, including an

extra \$1,000 for the legal expenses of the investigation, was paid by the Canadian government without a quibble. After similar riots in this country the only result has been a seesawing between state and federal government until the claimant has given up in disgust. The \$500 head tax on Chinese which has been required in Canada since 1904, effectively restricts immigration. The tax being paid, the Chinese are treated like other foreigners. The Canadian policy is conciliatory; the American is hostile. In order to put ourselves right with this powerful nation of the future, the writer recommends: "I. Recognition of the Chinese Republic. II. Abrogation of the treaties and conventions in force with China, and immediate legislation embracing mutual comity, reciprocity and most-favored-nation clauses. III. Repeal of the exclusion laws and regulations and the substitution of a sufficiently prohibitive head tax to keep out undesirable immigration."

The Constitutional History of England since the Accession of George the Third, by Sir Thomas Erskine May, edited and continued to 1911 by Francis Holland. London, 1912, Longmans, Green & Co. 3 vols., 8 vo., pp. 46 and 1307.

The first two volumes of this work by May, covering the period 1760-1860, appeared in 1861 and in several editions thereafter. Of this work Charles Kendall Adams says in his *Manual of Historical Literature* (pp. 514-515) "The author has deviated from a strictly chronological narrative, and has adopted a much more effective method of treatment by a grouping of leading subjects. Each inquiry is pursued through the entire century, and is devoted strictly to the branch of the work in hand.

"The first volume is devoted to a history of the prerogatives, influence, and revenues of the Crown, together with the Constitution, powers, functions and political relations of the Houses of Parliament. The second comprises a history of parties, of the press, of political agitation, of the church, of political and civil liberty. The work is concluded with a general review of English legislation during the whole period.

"... In literary style the work will be found more spirited and readable than that of Hallam, while as an authority it is scarcely less trustworthy. No other work will give to the student so good a view of the political history of England during the century of its greatest progress and power. As a political text-book it is invaluable."

This concise characterization by so great a scholar as Mr. Adams leaves nothing to say in a brief review about the original work. The third volume which is by Holland alone and covers the period 1860-1911, seems to maintain the standard set by its predecessors. His eight chapters deal in succession with parliamentary reforms; parties; home rule; religion and the state; local government; reform of the civil service, the army, and the judicature; the self-governing colonies with an interesting treatment of the union of South Africa; and the reform of the relation between the Commons and the Lords in matters of legislation. This treatment is brought down to the meeting of Parliament in February, 1911.

The story of the gradual advance of the Commons under liberal leadership, and the inevitable decline of the Lords under the incubus of Toryism and obstructive policies as told in this great work, is one of the most interesting episodes in the history of the world. The Education Bill, the Bill to abolish plural voting, the home rule struggle, the fight over the budget of 1909 and 1910, and the recent

frantic and disorderly protests of the conservatives are all recounted in the language and with the authority of scholarship, but the selection of material and its organization, creates an effect that is little less than dramatic, when read by one familiar with and interested in the development of political institutions.

EDGAR DAWSON.

BURNHAM, SMITH. *A Short History of Pennsylvania*. New York and Philadelphia, Hinds, Noble and Eldredge. Pp. v, 197.

This work is designed for use in teaching the history of the State of Pennsylvania in common schools. It is written in a readable style and shows excellent judgment in the emphasis given to the several topics of the state's history. Only forty pages are devoted to the Colonial Period; the Revolution occupies but eighteen pages; the Civil War, the same number. One quarter of the book is devoted to the Period since the Civil War. In the matter of proportion, the book is a decided advance over many preceding histories of the State and similar histories of other States.

Several chapters deal with the economic and social life of the people. An interesting one describes the highways of trade and travel; another traces the origin and growth of industries; the rise of the common school system is described in a chapter about one-half as long as that on the Revolution. The closing chapters in the book deal with Politics and Government, the Great Industries of Pennsylvania, Pennsylvania in Science, Art and Literature, and the Problems of To-day and To-morrow.

In style, arrangement of material, and selection of historical facts, the book can be heartily endorsed.

S. B. HOWE. "Essentials in Early European History." New York: Longmans, Green. Pp. 433. \$1.50.

As the introduction indicates, this is the first conscious attempt to write a manual fitting the recommendations of the Committee of Five and the 1910 Syllabus for New York State. Such a work is needful on grounds both of convenience and expense. Only an exceedingly competent teacher can correct the dislocations coming in the first ten weeks of history when, as in many schools at the present time, the material is selected *seriatim* from three text-books. Undoubtedly, one who can provide a comprehensive and workable text-book for beginners in this field, will deserve well of all of us.

Whether Mr. Howe's book, when rid of certain undesirable features, will perform this service, can, after all, be proved only by the supreme test of class-room use. It possesses certain qualities that will appeal to most teachers. It assigns to Ancient History far more space than the syllabi suggest, but hardly more than the average teacher would approve. To the mediaeval church, it devotes proportionally less than half as many pages as does Professor Robinson, and here again many teachers would commend him. In his choice of materials, the writer has followed the syllabi rather closely. One cannot always agree with his selection of facts. It might have been well to show the value of ancient commerce as a binding force. The attainder of Strafford is not entirely unimportant in a treatment of his place in History. And why has he set in the account of the Wars of the Roses mention of six battles and of none in the English Civil War?

In form the book is suitable for the use of younger pupils. The type is clear in the body of the book, but one regrets the presence of many irritating, finely-printed footnotes—

evidently the addenda of a revision. The illustrations are well-selected, the portraits in particular. The free use of "imaginary" pictures may be condemned by some, yet it is the experience of many that such representations appeal more directly to children than even the pair of threshers that is an inevitable feature of every text-book on mediaeval England. Unfortunately the three representations of life in Saxon, England, are of such a nature as to imply the prevalence of forms of architecture that were the exception rather than the rule in that place and period. The maps, in spite of minor inaccuracies, are as good as we usually get in text-books. The half-map, half-chart, to illustrate obstructions on mediaeval commerce is exceedingly well chosen. The four tabular arrangements are of one fixed form. One table should be enough, as a model for the students to work from. The suggestions and readings offered are generally helpful but lean to the obvious.

Typographical errors are too abundant. Besides misspelled words, there are such faults as setting the date of the Vandals' sack of Rome 445 A.D., Charlemagne's coronation 80 A.D., and Magna Carta 1115 A.D. Two maps to illustrate the transfers of territory in 1763 are absurdly interchanged. The genealogical tables need correction, although few of us will look to see whether the English sovereigns prior to William I are given accurately or not.

There are many confusions of terms, half-truths and overstatements that detract from historical precision. Mention is made of the slave trade in Greece, whereas employment of slaves in the trades is probably meant. Readiness to embrace the perils of analogy and desire to secure annotation through the use of idiomatic terms at times creates trouble. To speak of Pericles as a political boss will not pass unchallenged. Reference is made to the Socratic method of "answering." Caesar is termed young in 60 B.C., and that, too, evidently in comparison with Pompey; and it is intimated that Charlemagne desired "co-operation of the people in the affairs of government." A wrong inference would easily be drawn here. The same might be said of the assertion that Parliament dismissed Edward II and Richard II. Parliamentary approval was then, as some legislative assents have been since, the mere rubber stamp lending legality to superior force. Compurgation is misrepresented. Careless writing on the New England colonies under Charles II has developed a little maze of chronological error.

There are faults more serious—of fact rather than interpretation. Socrates did not refuse to bribe his judges. There is a confusion with the account, in the *Crito*, of his high-souled repudiation of an arrangement to buy off his jailers. Evidently in reliance on a deduction of Ferrero, it is stated that Crassus secured contracts around 59 B.C. Some have felt that Ferrero carried logic too far in historical writing. Mr. Howe has the old misconception of the Salic law. The point seems to have been missed in Luther's debate with Eck. Harvey was not a member of the Royal Society—he died 1657—and was not the first "to discover that blood circulates in the human body." Mr. Howe's exposition of the charter of 1606 is no longer generally accepted. Finally, mention must be made of a view now questionable, which should hardly, unless accompanied by a refutation of Mr. Beer, have appeared in books written in the last five years. It is the implication, which seems to accept Benjamin Franklin's oft-quoted "gross misrepresentation," that the home government was to a considerable extent responsible for the failure of the Albany plan of Union.

It is a matter of regret to the reviewer that the burden of his comment is unfavorable. There are certain passages in his book where Mr. Howe has presented his subject most

attractively. But this is not truly pioneer work. The path of this period of history has been too well traveled for much grace to be granted to offenders against accuracy. Before dwelling on how the book will appeal to students, we must see it in shape to be placed before students—and until these faults have been eliminated we can hardly experiment with it in our classes even prospectively. Most of the defects are easy of correction and we have reason to believe that they will be made shortly.

WILLIAM M. ROGERS.

MUNRO, WILLIAM BENNETT. *The Government of American Cities*. New York, The Macmillan Co., 1912. Pp. ix, 401.

In this book by Professor Munro, the author also of a work on the government of European cities and professor of municipal government in Harvard University, we have probably what is the most useful text-book on the government of American municipalities. It must be remembered, however, that the work deals with government alone, and not with administration, which latter subject the author proposes to make the theme of another work. One must not, therefore, expect to find a discussion of the problems of education, charities, public works, public utilities, congestion of population, public health, and police administration.

On the other hand, the relation of the city to the state; the municipal electorate; political parties, nominations, and elections; the council, the mayor, and the departments; are all presented with clearness and vigor. The last three chapters deal with commission government, direct legislation and the recall, and other municipal reforms and reformers.

It would be superfluous to add that a book from such a source contains the best results of the most recent discussion in its field; and that its make up—references, index, and organization,—are entirely satisfactory. Attention may be called to the fact that one may here find a virile presentation of such matters of wide present interest as the short ballot and home-rule charters.

EDGAR DAWSON.

Professor James F. Willard, of the University of Colorado, has published in the *Colorado School Journal*, the results of a study of the history courses in the Colorado High Schools. The results are based upon replies to a questionnaire sent out in January, 1912, and to facts gathered from the Freshman Class in the University of Colorado. Professor Willard finds that sixteen schools out of fifty-seven, have a history course outlined according to the recommendations of the Committee of Seven. All the other schools showed less than four years' work in history or show combinations of history courses, different from that recommended by the Committee.

The place of American history is significant in all these schools. Thus in the four-year high schools, American history is required in only twelve, civics in twenty-two, and Ancient history is required in twenty-seven and by custom is taken in virtually all of the fifty four-year high schools. Civics is entirely omitted in nine of these schools. Only ten of the four-year high schools require more than two years of history.

From the facts gathered from the Freshman Class of the University of Colorado, it appears that out of three hundred students, two hundred and seventy-six had taken a course in Ancient history, while only one hundred and seventy-one had taken American history in the high

school. This disparity between the number of those taking Ancient history and those taking American history exists in spite of the fact that the principals replying to Professor Willard's questions almost unanimously expressed themselves in favor of making American history a pre-requisite for graduation from the high school course.

As Professor Willard suggests, there is need for a better organization and more logical arrangement of the history work in the high schools of Colorado.

Similar studies of the high schools in other states would, in all likelihood, evince a similar state of affairs.

THE USE OF PICTURES.

(Continued from page 130.)

able when judiciously used. Some cartoons are sufficiently obvious to be studied by pupils for themselves; for example, the cartoon of Louis XVI in this series. Others, like the cartoon against the clergy, need explanation to be intelligible. All teachers realize that though caricatures form a valuable historical source, students need to be taught how complex a thing is public opinion, and how necessary it is to regard individual cartoons as small elements in the great whole.

The members of the Committee on Historical Material take this opportunity to request the co-operation of teachers of history. It is their desire to publish such pictures as will best aid teachers in their work. Any suggestions will be welcomed, as to fields to be illustrated and subjects to be chosen. Such suggestions should be sent to the writer of this article, who is Chairman of the Committee.

ELLEN SCOTT DAVISON.

Bradford Academy, Bradford, Massachusetts.

Publications of the English Historical Association

HISTORICAL AND BIBLIOGRAPHICAL LEAFLETS
OF VALUE TO TEACHERS.

LEAFLETS, 1-12 IN BOUND FORM

Price, \$1.25 net.

Contents: Source-Books, Books on History Teaching, History Examinations, address by Hon. James Bryce, Brief Bibliography of British History, Books on General History, Supplementary Reading, Books on Colonial History, Bibliography of Exeter, Teaching of History, Teaching of Local History, Illustrative Material.

UNBOUND LEAFLETS, 13-15, 17-24

Price, 15 cts. each; except No. 22, which is 35 cts. net

Contents: (13) Historical Atlases and Maps; (14) Bibliography of London; (15) Teaching of Civics; (17) An Experiment in Teaching History; (18) Recent British History; (19) Methods of Teaching History; (20) School Historical Libraries; (21) Brief Bibliography of Scottish History; (22) The Development of the Castle in England and Wales (illustrated); (23) Brief Bibliography of Irish History; (24) Report of Fifth Annual Meeting.

FOR SALE BY

McKinley Publishing Company
PHILADELPHIA.

**LIST OF BOOKS ON HISTORY AND POLITICS PUBLISHED IN THE UNITED STATES FROM
FEBRUARY 22 TO MARCH 29, 1913.**

LISTED BY CHARLES A. COULOMB, PH.D.

American History.

- Adams, Charles Francis. Seward and the Declaration of Paris. Boston: Mass. Hist. Soc. 61 pp. 50 cts.
- Adams, Charles Francis. 'Tis sixty years since. New York: Macmillan. 66 pp. 75 cts. net.
- Andrews, Charles M. Guide to the materials for American history, to 1783, in the Public Record Office of Great Britain. Vol. I, The State Papers. Washington, D. C. Carnegie Inst. 346 pp. \$2.50.
- Crevecoeur, Jean H. St. J. de. Letters from an American farmer, 1735-1813. New York: Dutton. 256 pp. 35 cts. net.
- Currey, J. Seymour. Chicago and its builders. In 5 vols. Chicago: S. J. Clarke Pub. \$25.00.
- Dana, Richard H. The Trent affair. [Fenway, Boston: The Author.] 20 pp. Privately printed.
- De Shields, James T. Border wars of Texas. [Indian wars.] Tioga, Tex.: Herald Co. 400 pp. \$2.10.
- Goss, Charles F. Cincinnati, the Queen City. 1788-1912. Chicago: S. J. Clarke Pub. \$25.00.
- Hamilton, P. J. Mobile of the five flags. [History of Mobile, Ala., from the earliest times.] Mobile, Ala.: Gill Pr. 408 pp. (Biblo.). \$1.00.
- Journal of the Commissioners of the Navy of S. C., Oct. 9, 1776-March 1, 1779. Columbia, S. C.: Hist. Con. of S. C. 269 pp. \$3.00.
- King, George A. French spoliation claims. Washington, D. C.: Govt. Pr. Off. 48 pp.
- Lawton, Mrs. Eba Anderson. Major Robt. Anderson and Fort Sumter, 1861. New York: Putnam. 19 pp. 50 cts. net.
- Linthicum, John C. Fort McHenry . . . in our second war with Great Britain. Washington, D. C.: Govt. Pr. Off. 40 pp.
- Livermore, William R. The story of the Civil War. . . . in continuation of the story by John C. Ropes. Pt. 3, the campaigns of 1863 to July 10. 2 vols. New York: Putnam. 270, 271-521 pp. \$5.00.
- McCormac, E. I. Colonial opposition to imperial authority during the French and Indian War. Berkeley, Cal.: Univ. of Cal. 9s pp. Gratis.
- McKenna, Maurice, editor. Fond du Lac County, Wisconsin, past and present. In 2 vols. Chicago: S. J. Clarke Pub. \$18.00.
- McSpadden, Jos. W. Montclair in colonial and war times. Montclair, N. J.: Montclair Chapter, Sons of Am. Rev. 58 pp. 50 cts.
- Meyerholz, Charles H. History and government of Iowa. Boston: Educational Pub. 215 pp. 50 cts. net.
- Price, Ralph R. A note-book in American history. 3d edition. Manhattan, Kansas: Kans. State Agri. Coll. 173 pp. 75 cts.
- Richardson, E. C., compiler. A union list of collections on European history in American libraries. Comp. for Com. on bibl. Am. Hist. Asso. Trial ed. Princeton, N. J.: Princeton Univ. 114 pp. \$2.00.
- Smith, George W. A history of southern Illinois. Chicago, and New York: Lewis Pub. 3 vols. \$21.00.
- Turner, Hollis. History of Peru. [Maine.] Monmouth, Me.: [The Author.] 313 pp. Privately printed.
- U. S. Treasury Dept. Cotton sold to Confederate states. Washington, D. C.: Govt. Pr. Off. 314 pp.
- Ware, Eugene F. The Indian War of 1864. Topeka, Kansas: Crane & Co. 601 pp. \$1.50.
- Wiley, Edwin, and Rines, I. E., eds. The United States. In 10 vols. New York: Asso. Educ. Alliance [225 Fifth Av.] \$48.40 net.
- Wood, Frederick A. The finances of Vermont. New York: Longmans. 147 pp. \$1.00.
- Wright, Thomas R. B. Westmoreland County, Virginia. Richmond: Whittet and Shepperson. 153 pp. 50 cts.
- Young, John Preston. History of Memphis, Tennessee. Knoxville, Tenn.: H. W. Crew & Co. 606 pp. \$15.00.

Zillier, Carl, editor. History of Sheboygan County, Wisconsin. In 2 vols. Chicago: S. J. Clarke Pub. \$18.00.

Ancient History.

- Livy, [Titus Livius]. Livy's history of Rome. Newly tr. by Canon Roberts. In 5 vols. New York: Dutton. 360 pp. ea. 35 cts. net.
- Murray, George G. A. Four stages of Greek religion. New York: Lemke and Buechner. 223 pp. \$1.50 net.

English History.

- Anglo-Saxon Chronicle, The. Tr. by James Ingram. New York: Dutton. 264 pp. 35 cts. net.
- Griffis, William E. Mighty England: the story of the English people. Phila., C. Sower Co. 304 pp. 75 cts.
- Seeböhm, Frederic. The English Village community. 464 pp. The Oxford reformers. 551 pp. Cheaper reissue. New York: Longmans. Ea. \$2.00 net.
- Taylor, Ernest, compiler. The Taylor papers: being a record of . . . letters and journals in the life of Lieut.-Gen. Sir Herbert Taylor. New York: Longmans. 520 pp. \$5.00 net.

European History.

- Ashmead-Bartlett, Ellis, and Ashmead-Bartlett, Seabury. With the Turks in Thrace. New York: Doran. 335 pp. \$3.00 net.
- Bagot, Richard. The italians of to-day. Chicago: F. G. Browne & Co. 248 pp. \$1.25 net.
- Headlam, Cecil. France [Making of the Nations Series]. New York: Macmillan. 408 pp. \$2.00 net.
- James, Lionel. With the conquered Turk. Boston: Small, Maynard. 315 pp. \$2.00 net.
- Lichtenberger, Henri. Germany and its evolution in modern times. New York: Holt. 440 pp. \$2.50 net.
- Reiff, Paul F. Friedrich Gentz: an opponent of the French Revolution and Napoleon. Urbana, Ill.: Univ. of Ill. 159 pp. 80 cts.
- Usher, Roland G. Pan-Germanism. Boston: Houghton, Mifflin Co. 313 pp. (3 pp. bibl.). \$1.75 net.
- Wagner, Hermenegild. With the victorious Bulgarians. Boston: Houghton, Mifflin Co. 273 pp. \$3.00 net.

Medieval History.

- Chau Ju-kua. Chau Ju-kua: his work on the Chinese and Arab trade in the twelfth and thirteenth centuries. tr. by F. Hirth and W. W. Rockhill. G. Stechert & Co. 288 pp. \$3.75 net.
- Cosenza, Mario Emilio. Francesco Petrarca and the revolution of Cola di Rienzo. Chicago: Univ. of Chic. 330 pp. (5½ pp. bibl.). \$1.50 net.

Miscellaneous.

- Bartholemew, John G. A literary and Historical atlas of Asia. New York: Dutton. 226 pp. 35 cts. net.
- Bishop, Farnham. Panama, past and present. New York: Century Co. 271 pp. 75 cts. net.
- Blackerlee, George H., ed. Japan and Japanese-American relations. New York: G. E. Stechert & Co. 384 pp. \$2.50 net.
- Edwards, Marion, and Spence, Lewis, compilers. A dictionary of non-classical mythology. New York: Dutton. 214 pp. 35 cts. net.
- Fuller, Sir Bampfylde. The empire of India. Boston: Little, Brown. 393 pp. \$3.00 net.
- Gooch, George P. History and historians in the nineteenth century. New York: Longmans. 600 pp. \$3.50 net.
- Goodrich, Joseph K. The coming Mexico: [history of Mexico from the earliest times.] Chicago: McClurg. 280 pp. (4 pp. bibl.). \$1.50 net.
- Gowen, Herbert H. An outline history of China, pt. 1, from the earliest times to the Manchu conquest, A. D. 1644. Boston: Sherman, French. 208 pp. \$1.20 net.
- Leeder, S. H. Veiled mysteries of Egypt and the religion of Islam. New York: Scribner. 411 pp. \$3.75 net.
- Parker, Dewitt H. The metaphysics of historical knowledge. Berkeley, Cal.: Univ. of Cal. 103-186 pp. 85 cts.

Saito, Hishio. A history of Japan. New York: Dutton. 260 pp. \$1.75 net.

Biography.

- Callendar, Geoffrey. The life of Nelson [Pages 1-148 first appeared in "Sea-Kings of Britain," 1911]. New York: Longmans. 154 pp. 90 cts. net.
- Fisher, Herbert A. L. Napoleon. New York: Holt. 256 pp. 50 cts. net.
- Johnston, Robert M. Memoire de Marie Caroline, reine de Naples. Cambridge, Mass.: Harv. Univ. 340 pp. \$2.00 net.
- Stephen, Sir Leslie, and Lee, Sidney L. Dictionary of National Biography. Second Supplement. Vol. 3, Neil-Young. New York: Macmillan. 728 pp. \$4.25 net.
- Turquan, Joseph. The Empress Josephine. New York: John Lane. 304 pp. \$3.50 net.
- Vasari, Giorgio. Lives of the most eminent painters, etc. Newly translated. In 10 vols. Vol. 3. New York: Macmillan. \$7.00 net.
- Walizewski, K. Paul I. of Russia. Phila.: Lippincott. 496 pp. \$4.00 net.
- Walker, Albert H. The administration of William H. Taft. New York: [The author, Park Row Bldg.] 20 pp. Gratis.
- Washburn, Stanley. [General] Nogi. New York: Holt. 136 pp. \$1.00 net.

Government and Politics.

- American Academy of Political Science. Canadian National problems. Phila.: Am. Acad. Pol. Sci. 291 pp. \$1.00.
- Borchard, Edwin Montefiore. A bibliography of international law and continental law. Washington, D. C.: Govt. Pr. Off. 93 pp.
- Calderon, F. Garcia. Latin America; its rise and progress. New York: Scribner. 400 pp. \$3.00 net.
- Choate, Joseph H. The two Hague conferences. [The Stafford Little Lectures, Princeton, 1911]. Princeton, N. J.: Princeton Univ. 109 pp. \$1.00 net.
- Fox, Frank. The problem of the Pacific. Boston: Small, Maynard. 294 pp. \$2.00 net.
- Hayes, Carlton. British social politics; materials illustrating state action for the solution of social problems. Boston: Ginn & Co. 580 pp. \$1.75.
- Hull, William L. The new peace movement. Boston: World Peace Found. 216 pp. \$1.00.
- James, Herman G. Principles of Prussian administration. New York: Macmillan. 309 pp. \$1.50 net.
- Murray-Aaron, Eugene, and others. Our Federal Government. Chicago: G. F. Crow. 350 pp. \$5.75.
- Sutherland, George. The Courts and the Constitution. Washington, D. C.: Govt. Pr. Off. 16 pp.
- Warne, Julian Frank. The immigrant invasion. New York: Dodd, Mead. 336 pp. \$2.50 net.
- Zmirhal, J. J. Primer of civics, designed for the guidance of the immigrant. Chicago: C. B. Williams. 64 pp. 50 cts.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.

of THE HISTORY TEACHER'S MAGAZINE required by the Act of August 24, 1912.

Editor, Albert E. McKinley. Philadelphia, Pa.
Managing Editor, Albert E. McKinley, Philadelphia, Pa.
Business Manager, Charles S. McKinley, Philadelphia, Pa.
Publisher, McKinley Publishing Co., Philadelphia, Pa.
OWNERS: Charles S. McKinley, Albert E. McKinley, Philadelphia.

Known bondholders, mortgagees, and other security holders, holding 1 per cent. or more of total amount of bonds, mortgages, or other securities: None.

(Signed) ALBERT E. MCKINLEY.

Sworn to and subscribed before me this 26th day of March, 1913.

WINFIELD S. H. KNOFF,
Notary Public.

Summer School of the South

UNIVERSITY OF TENNESSEE, KNOXVILLE

Twelfth Session June 24 to August 1, 1913. Largest, best and cheapest Summer School for Teachers. Strong courses in Kindergarten, Primary, Secondary, High School and College subjects. New courses in Library Administration, Domestic Science, Manual Arts, Engineering, Agriculture. Preparation for College Entrance. Credit toward Degrees.

FINE MUSIC, LECTURES, EXCURSIONS.

Reduced Railroad Rates. Write for Announcement.

BROWN AYRES, President

University of Colorado

BOULDER, COLORADO

Tenth Summer Session, June 23 to August 2, 1913. In the foothills of the Rockies. Ideal conditions for Summer study. Twenty-five departments. High standards. Able faculty. Eminent lecturers. Attractive courses for teachers. Conference of social workers. Catalogue on application.

The Ohio State University

COLUMBUS, OHIO

Summer Session, June 16 to August 8

Regular college courses for graduates, undergraduates and teachers. Special courses in directing and coaching of athletics, physical training for women, music, agriculture and home economics. Bulletin now ready.

BACK NUMBERS OF The History Teacher's Magazine

Bound Copies of Vols. II and III still available at \$3.00 a copy.

VOL. I. Seven numbers still in stock; containing several articles upon college teaching of history; and four articles each month upon the high school courses in history. Each number, 10 cents.

VOL. II. Nine numbers in stock; particularly valuable for the articles upon Aids to History Teaching, and upon secondary school history. Each number, 10 cents.

VOL. III. All the numbers to date are still available. Each number, 20 cents.

The McKinley Publishing Co.
PHILADELPHIA, PA.

BOOKS FOR TEACHERS OF HISTORY

Owing to the many requests received by the publishers of THE HISTORY TEACHER'S MAGAZINE for information concerning books possessing pedagogical value for history teachers, the McKinley Publishing Co. has established a new department, and is now prepared to receive and promptly fill orders for any of the books mentioned below. The prices are invariably postage or express prepaid in the United States. Older books and those of little service have not been included in the list.

	Price. Carriage Prepaid.
METHODS OF TEACHING.	
Allen, Place of History in Education.....	\$1.62
Bliss, History in Elementary Schools .....	.88
Bourne, Teaching of History and Civics	1.62
College Courses in History (13 back Nos. of Hist. Teach. Mag.), each .....	.15
Hinsdale, How to Study and Teach History ...	1.50
Jaeger, Teaching of History	1.52
Keatinge, Studies in Teaching History	1.74
Kemp, Outline of History for Grades	1.38
Mace, Method in History	1.14
McMurry, Special Method in History.....	.84
Methods of Teaching History in Secondary Schools (in each back number of Hist. Teach. Mag.)	
7 nos. of Vol. I, each .....	.10
9 nos. of Vol. II, each .....	.10
10 nos. of Vol. III, each .....	.20
Methods of Teaching History in Elementary Schools (in back nos. of Hist. Teach. Mag.)	
Nos. of Vol. I and Vol. II, each .....	.10
Nos. of Vol. III, each .....	.20
Rep't of Committee of Eight on History in Elementary Schools .....	.57
Rep't of Committee of Five on History in Secondary Schools .....	.30
Rep't of Committee of Seven on History in Secondary Schools .....	.57
Rep't of Committee of Ten on Secondary School Studies .....	.36
HISTORICAL METHOD.	
Bernheim, Lehrbuch der historischen Methode..	\$5.35
Fling, Outline of Historical Method .....	.60
George, Historical Evidence .....	.84
Langlois & Seignobos, Introduction to Study of History	1.85
Langlois & Seignobos, French edition	1.00
Robinson, The New History	1.62
Vincent, Historical Research	2.13
SOURCE BOOKS.	
Botsford, Source Book of Ancient History ...	\$1.45
Davis, Readings in Ancient History (Greece)...	1.14
Davis, Readings in Ancient History (Rome)...	1.14
Fling, Source Book in Greek History	1.12
Munro, Source Book of Roman History	1.10
Duncalf & Krey, Parallel Source Problems in Medieval History	1.20
Ogg, Source Book of Medieval History	1.62
Thatcher & McNeal, Source Book of Medieval History	2.01
Robinson, Readings in European History, Vols. I and II, each	1.66
Robinson and Beard, Readings in Modern Euro- pean History, Vol. I	1.52
Vol. II	1.63
Adams & Stephens, Documents of English Con- stitutional History	2.41
Beard, Introduction to English Historians.....	1.72

	Price. Carriage Prepaid.
Cheyney, Readings in English History,	1.66
Colby, Selections from Sources of English History	1.62
Innes, Source Book of English History, Vol. I, 597-1603	1.49
Kendall, Source Book of English History .....	.90
Lee, Source Book of English History	2.18
Caldwell & Persinger, Source History of U. S.	1.25
Hart, Source Book of American History.....	.70
Mac Donald, Documentary Source Book of American History	1.90

BIBLIOGRAPHY.

Andrews, Gambrill & Tall, Bibliography of His- tory for Schools .....	.68
Cannon, Reading References for English History	2.68
Channing, Hart & Turner, Guide to Study and Reading of American History	2.68
Hart, Manual of American History, Diplomacy and Government	2.04

CHRONOLOGY.

Hassall, Handbook of European History, 476-1871	\$1.74
Ploetz, Epitome of Universal History	3.00
Putnam, Tabular Views of Universal History..	2.70

SYLLABI.

Foster & Fay, Syllabus of European History..	\$.64
Munro & Sellery, Syllabus of Medieval History	1.11
N. E. Hist. Teach. Assn., History Syllabus for Secondary Schools	1.30
N. E. Hist. Teach. Assn., Syllabus in American Civil Government. Teacher's edition.....	.71
Pupil's edition .....	.60
Rep't of Committee of Eight (Syllabus for Elementary School History) .....	.56
Richardson, Syllabus of Continental European History .....	.84
Root & Ames, Syllabus of American Colonial History	1.06
Syllabi, Uses of, and Lists of (two back nos. of Hist. Teach. Mag.) each .....	.15
Trenholme, Outline of English History .....	.57
Trenholme, Syllabus of European History....	.67

ATLASES.

Dow, Atlas of European History	\$1.66
Gardiner, Atlas of English History	1.59
Hart, Epoch Maps of American History .....	.63
Longmans, Classical Atlas	2.12
Shepherd, Historical Atlas	2.71

MATERIAL AIDS.

Coulomb, Aids to Visualization of History....	\$.15
Historical Material, Catalogue of Collection in Simmons College .....	.56
Illustrative Material for History Classes (two back nos. Hist. Teach. Mag.) .....	.30

THE MCKINLEY PUBLISHING CO., 1619-1621 Ranstead St., Philadelphia, Pa.